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# UNIVERSITY OF OREGON BULLETIN

NEW SERIES

AUGUST, 1913

Vol. XI, No. 1

## Oregon High School Debating League

ROBERT W. PRESCOTT  
Assistant Professor of Public Speaking



Published monthly by the University of Oregon, and entered at the post-office in Eugene, Oregon, as second-class matter



# OREGON HIGH SCHOOL DEBATING LEAGUE

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## ANNOUNCEMENTS

for the year

1913-14

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List of Officers, Contitution and By-Laws,  
Propositions for Debate, Bibliographies,  
Debate Libraries and Notes

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Prepared by

**ROBERT W. PRESCOTT**

Secretary of the League  
Assistant Professor of Public Speaking  
University of Oregon

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#### UNIVERSITY OF OREGON CUP

Given by the Laurean and Eutaxian Literary Societies and Professor E. E. DeCou, organizer of the League, to stimulate debating among the high schools of the State. It is presented annually to the winning team and becomes the permanent property of the school winning it three times.

Won by Albany, June 1, 1912.

Won by North Bend, May 8, 1913.

THE REGENTS CUP, in the permanent possession of Grants Pass.

Won by Lebanon, May 29, 1908.

Won by Grants Pass, June 4, 1909.

Won by Pendleton, June 3, 1910.

Won by Grants Pass, June 2, 1911.

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Lyle Chappell   Norma Chase   Ruby Watkins   George Dewey

#### NORTH BEND DEBATING TEAMS

Winners of Coos Bay Championship; defeated Klamath Falls, Champions of Southern Oregon District, in Semi-finals; Norma Chase and Lyle Chappell, winners of State Chamionship from Springfield, at Villard Hall, University of Oregon, May 8, 1913.

# Oregon High School Debating League

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## OFFICERS

For the year 1913-1914

R. W. Kirk, Superintendent of Schools, Corvallis, Oregon, President.

Robt. W. Prescott, Assistant Professor of Public Speaking, University of Oregon, Secretary-Treasurer, Eugene.

## Executive Committee

P. L. Campbell, President University of Oregon, Eugene;

J. A. Churchill, State Superintendent of Public Instruction, Salem;

R. W. Kirk, Superintendent of Schools, Corvallis;

Cornelia Marvin, Secretary Oregon State Library, Salem;

Robert W. Prescott, University of Oregon, Eugene.

## District Directors

A. T. Park, Superintendent of Schools, Myrtle Point, Director Coos Bay District;

A. C. Strange, Superintendent of Schools, Baker, Director Eastern Oregon District;

A. F. Wilson, Principal of High School, McMinnville, Northern Willamette District;

Geo. A. Briscoe, Superintendent of Schools, Ashland, Director Southern Oregon District.

Geo. W. Hug, Principal of High School, Eugene.

J. G. Imel, Superintendent of Schools, Astoria, Director Lower Columbia River District;

J. S. Landers, Superintendent of Schools, Pendleton, Director Umatilla District;

G. W. Henderson, Superintendent of Schools, The Dalles, Director Upper Columbia River District.



Walter Bailey

Frances Bartlett

**SPRINGFIELD DEBATING TEAM**

Winners of Central Oregon District; won from St. Johns, Champion of Columbia River District, in semi-finals; defeated by North Bend for State Championship.

## Districts of State Debating League by Counties

1913-1914

**Coos Bay District**—Supt. A. T. Park, Myrtle Point, Director. Coos and Curry Counties.

**Eastern Oregon District**—Supt. A. C. Strange, Baker, Director. Union, Wallowa, Baker, Grant, Malheur and Harney Counties.

**Lower Columbia District**—Supt. J. G. Imel, Astoria, Director. Tillamook, Clatsop, Columbia and Multnomah Counties.

**Northern Willamette District**—Principal A. F. Wilson, McMinnville, Director. Washington, Yamhill, Clackamas, Polk and Marion Counties.

**Southern Oregon District**—Supt. Geo. A. Briscoe, Ashland, Director. Josephine, Jackson, Klamath and Lake Counties.

**Southern Willamette District**—Principal George Hug, Eugene, Director. Lincoln, Benton, Linn, Lane and Douglas Counties.

**Umatilla District**—Supt. J. S. Landers, Pendleton, Director. Umatilla, Morrow, Gilliam and Wheeler Counties.

**Upper Columbia River District**—Supt. G. W. Henderson, The Dalles, Director. Hood River, Wasco, Sherman and Crook Counties.





E. Lawrena Rawson  
Basil Smith

Edna M. Hollenbeck  
Johnstone Cheney

**ST. JOHNS DEBATING TEAM**

Winners of Columbia River District; defeated by Springfield in  
Semi-finals.

# Propositions for Debate

1913-1914

## STATE QUESTION—For Inter-District and Final Contests

Resolved, That the general welfare of the United States will be fostered by the Democratic Tariff Policy of the Sixty-third Congress.

### Coos Bay District

Resolved, That the President of the United States should be limited to a single term of six years.

### Eastern Oregon District

Resolved, That the Dillingham Immigration bill of the Sixty-third Congress should become law.

### Lower Columbia River District

Resolved, That the United States should maintain a large navy.

### Northern Willamette District

Resolved, That a Single House Legislature should be established in Oregon.

### Southern Oregon District

Resolved, That the policy of the state of California, as embodied in the Alien Land Bill, should be adopted by Oregon.

### Southern Willamette District

Resolved, That a graduated Income Tax is a desirable feature of a state system of taxation for Oregon.

### Umatilla District

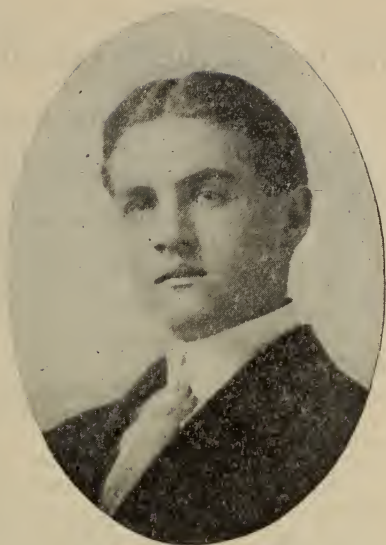
Resolved, That life imprisonment, with restricted power of pardon, is a desirable substitute for capital punishment in Oregon.

### Upper Columbia River District

Resolved, That a majority of all the votes cast at the election should be required to pass an amendment to the State Constitution.



Edwin Cox



Forrest Peil



Annie Hales

**KLAMATH FALLS DEBATING TEAM**

Winners of Southern Oregon District; defeated by North Bend in Semi-finals.

# Review of the Work of the League for 1913-14

## COOS BAY DISTRICT

In the contests of the State Debating League for the Coos Bay District, each school was represented by an affirmative and a negative team. The debates were all held on the evening of January 17, the negative teams remaining at home and the affirmative teams going to another town. By this arrangement, the Bandon affirmative team went to Coquille, Coquille went to Marshfield, Marshfield to Myrtle Point, Myrtle Point to North Bend, North Bend to Bandon. North Bend winning both her debates, was declared champion of Coos County.

The debaters were as follows:

North Bend—

Affirmative: George Dewey and Lyle Chappell.

Negative: Norma Chase and Dorothy Gibson.

Marshfield—

Affirmative: Leslie Isaacson and Chester Isaacson.

Negative: Horace Rahskoph and Howard Schwartz.

Bandon—

Affirmative: Ernest Watkins and Pearl Crane.

Negative: Kate Claburn and Jack Kronenberg.

Myrtle Point—

Affirmative: Roy Clark and Chester Adams.

Negative: Dora Harrison and Cleo Dixon.

Coquille—

Affirmative: Fred Reynolsa and Beulah Price.

Negative: Mae Lund and Janie Lowe.

Sincerely yours,

C. A. HOWARD.

## CENTRAL OREGON DISTRICT

Springfield won the championship, working through the series as follows:

### Debate Held December 13, 1912.

Corvallis vs. Junction City, affirmative teams visiting:

Aff.

Aff.

Donald Dunkin  
Alva Starr

Maurice Carroll  
W. C. Hoppas

Junction City won at home by  
a 3 to 0 vote and at Corvallis  
by 2 to 1.

Neg.

Neg.

Roscoe Parcel  
Forrest Lance

Egner Heutze  
Hobert McFadden

Salem vs. Lebanon, affirmative team visiting:

Aff.

Aff.

Joe Minton  
Angeline Carver

Hugh Kirkpatrick  
Isabella Garland

Lebanon won 3 to 0 at home  
2 to 1 at Salem.

Neg.

Neg.

Harold Eakin  
Carl Beck

Russell Hall  
Lurline Brown



Eugene Aff.	Springfield Aff.	Cottage Grove Aff.
Ruth Westfall	Frances Bartlett	Albert Woodard
Sophia Winthers	Amy Carson	Lucile Marson
Neg.	Neg.	Neg.
Margaret Pratt	Ida Carson	Fern Holcomb
Martha Beer	Herbert Hansen	Ross Aubrey

Eugene negative defeated by Springfield affirmative at Eugene by a 2 to 1 vote. Cottage Grove negative defeated by Eugene affirmative at Cottage Grove by a 3 to 0 vote. Springfield negative won over Cottage Grove affirmative at Springfield by 3 to 0 vote.

#### Debate January 24, 1913

Junction City defeated Lebanon at Lebanon, 3 to 0, negative teams visiting. Springfield defeated Lebanon at Springfield, 2 to 1. Springfield defeated Junction City at Junction City, 3 to 0. In this debate, the Lebanon negative was composed of Russell Hall and Herbert Armstrong. No other changes occurred in any of the teams.

Trusting that this hasty report is sufficient to cover the ground, allowing only for the absence of names from Cottage Grove, I am,

Very truly yours,

C. C. Baker.

### SOUTHERN OREGON DISTRICT

Klamath Falls and Ashland were the sole contestants for honors in this district. Klamath Falls, with Forrest Peil, Edwin Cox and Annie Hales, won from Ashland, with Jay Withrow, Leroy Ashcraft and Walter Carpenter.

### EASTERN OREGON DISTRICT

Unrepresented for the year.

### COLUMBIA RIVER DISTRICT

The Columbia River District of the State Debating League has had an unusually successful and profitable year's work. The following high schools participated in the debates: Astoria, Tillamook, McMinnville, St. Helens, St. Johns, Woodburn, Parkplace, Estacada, Oregon City, Forest Grove and The Dalles. The question debated was, Resolved, That the President of the United States should be nominated and elected by direct vote of the people.

Following is a complete list of the students representing the various schools in these contests:

Parkplace—

Edith Little, Minnie Hemrich, Gwendolyn Jones, Ruth Hudson.

Tillamook—

Benley Stam, Vern Bain, Irwin Schnuelle.

Forest Grove—

Claud Hutchens, Ella Garrigus, Thomas Roe, Vinton Robinson, Glenn Morgan, Ruth Troutman.

McMinnville—

Irvine Armstrong, Martin Peterson, Sadie Bruce, Harry Stewart, Herbert Simonson, Harry White.

St. Helens—

Virgil Hattan, Cecil Ross, Mildred Allen, Margaret Burns.

Woodburn—

Arlie Walker, Alpha Gillette, Chester Vincent.

Astoria—

Asta Carlson, Lloyd Hammarstrom, Lorens Logan, Jessie Garner.

Estacada—

Chester Warner, Malcolm Woodle, Harry Morgan, Harley Fellows.

Oregon City—

Elsie Tilford, Evangeline Dye, Joseph Hedges, Joseph Sheahan,  
Alice Downer, Edward Busch.

St. Johns—

Basil Smith, Lourena Rawson, Johnston Cheney Edna Hollenbeck.

The Dalles—

Howard MacDonald, Erma Bennett, Arthur Marsh, Irene Haskins,  
Diedrich Wolff, Donald Lewis.

In the first series of debates, St. Johns, Parkplace, Oregon City Woodburn and The Dalles were successful. The second series eliminated Parkplace and Oregon City. The Dalles then met Woodburn in single debate and was defeated and two weeks later the final debate for the District championship between St. Johns and Woodburn resulted in a victory for the former school. Of the St. Johns debaters, Basil Smith, Lourena Rawson and Edna Hollenbeck are entitled to the honor of winning for their high school the District championship.

Only one serious difficulty in the management of district affairs has arisen this year. This was the difficulty of pairing schools, owing to the fact that no fixed system in the matter of number of debaters and number of teams was followed. Some of the schools had two teams of two debaters each, some one of three, and some two of three each. The Director is to blame for this condition. In order to induce as many of the small high schools to enter the League as possible, he agreed to allow them to come in following any one of the above mentioned systems. This should not be permitted again. In fact, I would recommend that an amendment be added to our Constitution fixing absolutely the system to be followed. To give the smaller high schools as good chances of success as possible, I would suggest that every school be required to prepare for the earlier intra-district debates two teams of two debaters each, rather than two of three each, and that all these debates be either dual or triangular. Such a system required by the constitution would do away with any further difficulty of this kind.

On the whole the season has been a profitable one. Some of the high schools were eliminated from the contest early but I am confident that their students, as well as the students of these high schools remaining in longer, gained in valuable knowledge of one of our great political problems, gained in knowledge of the art of argumentation, gained a friendlier attitude towards and greater respect for the students of other high schools, and gained in wholesome confidence in their own institution. I sincerely trust that the school year 1913-14 will bring about broader and better debate work in the Columbia River District.

For one regrettable condition which too often grows out of these inter-school contests, i. e., mutual distrust among the students and teachers of the institutions, I believe teachers are much to blame. No person who would conduct one of these contests in dishonorable fashion who would endeavor to win by using incompetent or prejudiced judges, or by permitting other students of his school to strive to prevent by disorderly conduct the representatives of the rival school from doing their best work, is fit to be a teacher. In fact, not only should such conditions not prevail, and I am glad to say they very seldom do, but

I believe that the teachers of the rival schools should do all in their power to teach their students confidence in and respect for the students and teachers of the other schools. When defeated, even if they feel that the judges may not have given their debaters entire justice, they should conceal that feeling, should express nothing but satisfaction, and should do all in their power by example and precept to produce friendliness among the rival debaters. If every high school teacher having to do with the debate work would do these things, one of the chief objections to inter-high school debating would be removed.

Respectfully,

A. C. STRANGE,

Director of Columbia River District.

## A Message from the President

The founders and organizers of the Oregon High School Debating League should be considered public benefactors. More benefit of a potential and permanent character has been accomplished and is yet to be accomplished by the League for the young people of Oregon than any of us have appreciated. A glance at the debate subjects used in the last few years will convince anyone that theoretical and impractical, though debatable questions, have not been used, but that all have been questions of vast importance to our communities and our government. Many of the subjects discussed three or four years ago, new and debatable then, have since been enacted into laws. Some are now a part of our widely celebrated Oregon System. These reforms, although wise and beneficial, could not be, and should not be, adopted until they were thoroughly understood. It is not preposterous to assume that a study and discussion of a subject by hundreds of high school students, teachers, parents, and friends, as well as the interest aroused in those who have listened to the debates all over the state, has had much to do with our advance position.

In addition to this benefit occurring to the citizenship and to the state, is the individual ability, so much desired by all people after they leave school and so little sought after while in school, the ability to speak in public. How frequently we hear men and women say they wish they had been compelled in earlier years to take public speaking as a part of their course. While we would not compel, we would encourage such efforts. This the Debating League does, and no other agency has been devised that does it so successfully.

While the League has been a conspicuous success and has been invaluable to the state, there are still obstacles to be overcome and defects to be remedied. Last winter at the annual meeting of the League the Executive committee was instructed to amend the constitution so as to remove one objectionable feature which has appeared in a few cases, the tendency of over-zealous friends of the debaters to render too expensive assistance in preparing speeches. The executive committee seemed unable to secure a satisfactory wording for such an amendment, as it is not a matter which has definite limits. High school students should be wisely directed, and much assistance must be given them in finding the kernel of a subject or mapping out a line of argument, but we can not condemn in too strong terms the actions of those, whether instructors or supposed friends, who use high school students as mere talking machines to utter forceful logic and rhetorical phrases not their own.



There are those who contend that a high school student should write out his argument to clarify the material in his own mind, and further to be sure that his meagre vocabulary has not led him into ambiguous or misleading expressions of his ideas. But whatever their views on this question, all should consider it dishonorable to allow any student's work to be so recast by another person as to be no longer his own production. In this case as in all others, there are two extremes, either of which is undesirable. Students may have too much help or too little. The honest instructor and the honest team will find the happy medium—the honorable way.

The state has this year been divided into eight districts by the executive committee, hoping that we may thus enlist a greater number of schools, large and small, in the League. We wish to urge district directors and others to aid in furthering the interests of a worthy institution. Much benefit comes to any student body from friendly competition with other schools.

As a conclusion allow me to refer all who may read this article to the helpful and illuminating suggestions made in the Bulletin last year by Supt. W. R. Rutherford, at that time president of the League.

R. W. KIRK,  
President Debating League.

## Debate Libraries of the Oregon State Library

These collections of material upon public questions are loaned without charge to Oregon schools upon proper application. This means that the application must be made by the principal, or by the teacher who is in charge of the debate work. Loans are made through public libraries when possible, as it is generally considered better to supplement public library collections so that schools shall not pay cost of transportation upon material which is to be had locally, and shall not deprive other schools of this. The period of the loan is three weeks with possible renewal for two weeks if the material is not desired elsewhere. It is better for schools to apply for small libraries to be kept a short time, rather than to ask for complete libraries which cannot profitably be used in so short a time. No loans are made to schools which mark the books and pamphlets and return them in bad condition. The fine for keeping libraries beyond time is 25c a day. Privileges of the library are withdrawn in case of loss of pieces.

The library makes every effort to meet the needs of the schools, but it has many borrowers among schools and debating societies and can do justice to all of them only by enforcing the rules strictly. A new list of questions for debate will soon be issued.

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### AIDS FOR DEBATERS.

A list of books recommended by the State Library for high school libraries. The prices in parentheses are the "school prices" from the State School Library List.

#### **Parliamentary Practice:**

Robert. Rules of order. Scott. 75c (49c).



Robert. Primer of parliamentary law. Doubleday. 75c (48c).

### Public Speaking:

Clark & Blanchard. Practical public speaking. Scribner. \$1.00 (85c).

Everts. The speaking voice; principles of training simplified and condensed. Harper. \$1.00 (85c).

Shurter. Extempore speaking for school and college. Ginn. 90c (77c).

### Debating:

Alden. Art of debate. Holt. \$1.12 (\$1.00).

Carnegie library, Pittsburg. Debate index. 2d ed. Pittsburg, Carnegie library. 20c.

An index to the debaters' manuals in the Carnegie library, Pittsburg.

Foster. Argumentation and debating. Houghton. \$1.25 (\$1.07). Contains specimen briefs and debates and a list of propositions for debate for advanced students.

Foster. Essentials of exposition and argument. Houghton. 1911. 90c. The best book upon the subject. Based upon his argumentation and debating.

Laycock & Scales. Argumentation and debate. Macmillan. \$1.10 (95c). A good exposition of the principles of debating. More advanced than the book below.

Laycock & Spofford. Manual of argumentation for high schools and academies. Macmillan. 50c (42c). Excellent book for beginners.

Thomas. Manual of debate. American Book Co. 80c. Intended as a drill book for beginners.

Wisconsin. University. Extension division. How to judge a debate. Univ. of Wisconsin. 10c.

Wisconsin. University. Extension division. Principles of effective debating. 3d ed. Wilson. 15c.

### Questions with briefs:

Brookings & Ringwalt. Briefs for debate on current political, economic and social topics. 1895. Longmans. \$1.25 (90c).

Note preface on "The art of debate."

Carpenter. Debate outlines on public questions. New ed. Broadway Pub. Co. \$1.00.

Ringwalt. Briefs on public questions. Longmans. \$1.20 (95c).

Robbins. High school debate book. McClurg. \$1.00 (90c). Excellent for beginners.

### Periodical articles:

Readers' guide to periodical literature. 1900-1904. Wilson. \$16. (\$8).

.....1905-1909. Wilson. \$24 (\$12).

.....Annual volumes 1910-date. Wilson. \$7 (\$3.50).

A file of some of the best periodicals is desirable, and a team which is constantly debating public questions must have access to the current numbers of the Outlook and Nation. Indexes to current magazines and newspapers are essential. All available indexes are owned by the Commission, and will be consulted for any subject, upon request. It is possible that many of the magazine references may be borrowed from the people of the different towns. Articles indexed in the publications noted above may be rented from the H. W. Wilson Co., of Minneapolis. Cost of first article in each order is 10c, and for each additional article ordered at same time, 5c.

### Government Documents:—(Apply to Department or Congressman.)

The library should have a file of the reports and bulletins of the Labor Bureau; sets of reports of the Department of Commerce and labor; a set of publications of last census; the Statistical abstract; the last Official directory; Consular reports (with in-

dexes); recent volumes of Congressional Record; Presidents' messages; Industrial Commission Report (difficult to secure); other sets should be secured for special needs—Reports of Commissioner of Immigration for debate on that subject, etc.

#### **Indexes to Government Document:**

Write to Superintendent of Documents, Washington, D. C., for the following:

Catalog of Public Documents of the 53d-60th Congress and all Departments of the Government, Mar. 4, 1893-June 30, 1901, Vols. 1-9.

Tables of annotated indexes to the Congressional Series of United States public documents. 1902.

Index to the subjects of the documents and reports and to the committees, senators and representatives presenting them, with tables of the same in numerical order, being the "Consolidated Index" provided for by the Act of Jan. 12, 1895. 54th Cong. 1st sess. Dec. 1895-date.

Check list of United States public documents, 1789-1909. 3d Ed. Vol. 2, not yet published, will be an index to Vol. 1.

Monthly catalog, United States public documents. \$1.10 a year.

#### **State Documents:**

Every high school should have recent Oregon state documents, and particularly the Oregon Blue Book, and the annual report of the Bureau of Labor Statistics. For lists of recent publications of the various states the Monthly list of publications, which may be obtained from the Superintendent of Documents, Washington, D. C., for 50c a year, is most useful.

#### **Almanacs and Yearbooks:** (The last annual issue for each is given)

American year book, 1912, Appleton. \$3.50 (\$3.30 incl. postage).

Especially useful in the fields of economics, political science, public works, legislation, commerce, politics and government.

Brittanica Year Book, 1913. Encyclopedia Brittanica Co. \$1.75.

The first volume issued. Historical and statistical, covering the years 1910-12.

Chicago Daily News Almanac and Year Book, 1913. Chicago Daily News. 45c.

New International Year Book, 1913. Dodd. \$5. Contains very full articles on all events of importance during the year and on all subjects that have been marked by change or progress.

Tribune Almanac, 1913. New York Tribune. 25c.

World Almanac and Encyclopedia, 1913. New York Press Pub. Co. 35c.

#### **General:**

Bliss. Encyclopedia of Social Reform. Funk. \$7.50 (\$5.65).

#### **Encyclopedias:**

References are not given to these, but it is assumed that debaters will look up all questions in the New International and Britannica cyclopedias.

## Bibliographies on the State and District Questions Prepared by the Oregon State Library

These bibliographies are not complete but contain only those books, pamphlets and articles which are to be had from the dealers or libraries. The debate libraries contain many other things as well as these listed. Every high school should have certain United States documents in its reference library including a file of the Congressional records for the past few years, the Census Reports and Bulletins, the Labor Bureau Reports and Bulletins, and the Statistical abstract. The high school library should also have the best almanacs, preferably the World almanac and the Chicago Daily News, in the latest editions, and Bliss' Encyclopedia of social reform. The library does not loan these books which any school may own with very little expenditure of money. It is usually not possible for high schools to get replies if letters are addressed to governors and secretaries of state, nor to receive state publications which are mentioned in these lists. It will probably be necessary to borrow these from the Library. The newspaper articles are not included, though they often give the most important discussions of some of the subjects. The Library no longer loans these newspaper clippings to debating societies without special guarantee, as these have been carelessly handled and cannot be replaced. Few periodical articles are included because every high school should have the index to current periodicals, the Readers' guide, published by the H. W. Wilson Co., Minneapolis, Minn. High schools are not equipped to undertake debate work unless this reference material is at hand, and libraries are intended to supplement the high school reference library. The recent Oregon documents are generally available in schools. The "Voters' pamphlet" and collection of Oregon laws are not included in the bibliographies, nor in the State libraries, because it is to be expected that they may be found in every town, and sets are always available in county seats and places where there are public libraries.

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### TARIFF

Only a few of the books and pamphlets on this subject have been noted. The reference books mentioned in the general list should be consulted, and special attention should be given to the message of President Wilson at the opening of Congress, and to the numbers of the Congressional record giving the debates on the bill now being considered. No definite statement of the question having been given, magazine articles are not listed, but these may be secured by reference to the indexes.

#### Briefs and Bibliographies:

- Brookings, W. D. & Ringwalt, R. C. Briefs for debate. 1895. Longmans, p. 96-101.
- Pearson, P. M. Intercollegiate debates. 1901. Hinds, p. 111-25.
- Ringwalt, R. C. Briefs on public questions. 1905. Longmans, p. 95-104.
- Speaker 4; 365-71.

### Books and Pamphlets:

- Barker, J. E. 101 points against free trade. 1909. Wash., Govt.  
Fisk, G. M. International commercial policies with special reference to the United States. 1907. Macmillan.  
George, Henry. Protection or free trade? 1886. Doubleday.  
Low, A. M. Protection in the United States; a study of the origin and growth of the American tariff system. 1904. King.  
Morgan, J. E., comp. Selected articles on free trade and protection. 1912. Wilson.  
Pierce, Franklin. Tariff and the trusts. 1907. Macmillan.  
Smart, William. Return to protection. 1904. Macmillan.  
Tarbell, I. M. The tariff in our times. 1906-11. Macmillan.  
Taussig, F. W. Tariff history of the United States. 5th ed. 1910. Putnam.  
U. S. Congress. House. An act to reduce tariff duties and to provide revenue for the government, and for other purposes. (63d Cong., 1st sess. H. R. 3321).  
U. S. Congress. House. Report (to accompany H. R. 3321), (63d Cong., 1st sess. House. Report No. 5).

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### ALIEN LAND BILL.

#### High School Reference Books:

See list of general reference books, particularly the Almanacs and Year Books. Also consult files of the Oregonian.

#### Briefs and Bibliographies:

There are no available briefs or bibliographies.

#### Books and Pamphlets:

- Asiatic exclusion league, San Francisco. Proceedings.  
California. Bureau of labor statistics. Biennial reports.  
California. Legislature, 1913. An act relating to the rights, powers and disabilities of aliens, and of certain companies, associations and corporations with respect to property in this state. (Alien land bill).  
Ichihashi, Yamato. Japanese immigration; its status in California. 1913. San Francisco, Japanese association of America.  
Japanese and Korean exclusion league, San Francisco. Publications.  
Kawakami, K. K. American-Japanese relations. 1912. Revell.  
Oregon. Bureau of labor statistics. Annual reports.  
Oregon. Legislature, 1913. House joint proposal endorsing the provisions of the Asiatic exclusion act. H. J. M. No. 10.  
U. S. Bureau of immigration and naturalization. Reports. Wash., Govt.

#### Periodical Articles:

- California Outlook, 14:5-6, April 26, 1913. Alien land laws and the Japanese situation. C. H. Rowell.  
Forum, 50:66-76, July 1913. Japanese-American relations. Edwin Maxey.  
Forum, 50:82-93. The Japanese on our farms. K. K. Kawakami.  
Independent, 62:26-33, Jan. 8, 1907. Japanese question from a Californian's standpoint. J. Kahn.  
Independent, 62:429-34, Feb. 21, 1907. Pacific coast and the orient. G. C. Perkins.  
Nation, 96:458, May 8, 1913. The nation and California (editorial).  
Outlook, 103:875-6, April 26, 1913. Aliens bill in California. (itorial).



- Outlook, 103:875-6, April 26, 1914. Aliens land bill in California. Is there need for restriction? (editorial)
- Outlook, 104:6-8, May 3, 1913. The California land law agitation. Is there a Japanese peril? (Editorial).
- Outlook, 104:14-16, May 3, 1913. Japan, California and the United States. (editorial)
- Outlook, 104:22-4, May 3, 1913. Japanese in California; a poll of the press.
- Outlook, 104:41-3, May 10, 1913. Alien land situation in California. (editorial)
- Outlook, 104:61-5 May 10, 1913. White and yellow in California. W. V. Wochlke.
- Outlook, 104:129-30, May 24, 1913. Governor Johnson on the Alien land law. The Webb bill and treaty rights. (editorial)
- Outlook, 104:139-40, May 24, 1913. Japan and the United States. (Editorial).
- Outlook, 104:223-4, May 31, 1913. Japan and America. (Editorial).
- Sunset, 31:122-7, July, 1913. Keeping the Coast clear; the Japanization of Hawaii; a warning to the West. Arthur Dunn.
- World's work, 25:195-201, July, 1913. The Japanese in California. C. H. Rowell.

#### SIX-YEAR PRESIDENTIAL TERM.

##### High School Reference Books:

See list of general reference books.

##### Briefs and Bibliographies:

There are no available briefs or bibliographies.

##### Books and Pamphlets:

- Ames, H. V. Proposed amendments to the constitution of the United States during the first century of its history. Am. Hist. Assn. Report 1896, 1897. Wash. Govt., v. 2, p. 123-8.
- Bryce, James. American commonwealth. New ed. 1911. v. 1, p. 45-6.
- The Federalist. The Federalist, a commentary on the Constitution of the United States. ed. by Henry C. Lodge. 1902. Putnam. The H. W. Wilson Co., of Minneapolis, publishes a pamphlet of select articles on this subject. Price, 25c.
- Hart, A. B. Actual government. New ed. 1906. p. 265-6.
- Karson, J. A. Evolution of the constitution of the United States. 1904. Houghton. p. 96-105.
- Leacock, S. B. Elements of political science. 1906. Houghton. p. 189-91.
- McKee, T. H. National conventions and platforms, 1789-1905. 1901. Friedenwald.
- Richardson, J. D., comp. Messages and papers of the Presidents. 1893-95. Wash. Govt. v. 2, p. 448; v. 3, p. 117; v. 6, p. 691: v. 7, p. 445.
- Stanwood, Edward. History of the presidency. 1898. Houghton.
- U. S. Congress. House. Six year presidential term; report of the committee on the judiciary. (62d Cong. 2d sess., H. rept. 885).
- U. S. 62d Cong., 2d sess. Senate. Senate joint resolution proposing an amendment to the Constitution providing for a six-year presidential term. S. J. R. 78. (For discussion see Congressional index for that session and the following one.)
- Works, J. D. The presidential term: speech in the senate of the United States, Dec. 9-10, 1912. Wash., Govt.

### Periodical Articles:

- Chautauquan, 67:103-5, July, 1912. The single six-year term.  
Independent, 74:335-6, Feb. 13, 1913. The presidential term.  
Literary Digest, 44:1086-7, May 25, 1912. The one-term movement.  
Literary Digest, 45:327-9, Feb. 15, 1913. Six-year presidents.  
World's Work, 25:499-500, March, 1913. A six-year term for presidents. (editorial)  
Nation, 94:484, May 16, 1912. The presidential term.  
Nation, 94:636-7. June 27, 1912. The presidential term.  
Nation, 96:120, Feb. 6, 1913. The presidential term.  
Outlook, 101:52-3, May 25, 1912. Another effort to hamper the people.  
Outlook, 102:879-81, Dec. 28, 1912. Presidential term; a poll of the press.  
Outlook, 103:331, Feb. 15, 1913. The six-year term.

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### STATE INCOME TAX.

NOTE:—Most of the material listed applies to the Federal income tax, but the same arguments apply to State income tax. All the obtainable literature upon State income tax has been included.

### High School Reference Books:

See list of general reference books, and files of Oregonians.

### Briefs and Bibliographies:

- Brookings, W. D. & Ringwalt, R. C. Briefs for debate. 1895. Longmans, p. 117-20.  
Robins, E. C. High school debate book. 1911. McClurg, p. 109-17.  
Speaker. Income tax; Franklin & Marshall-Swarthmore, 3:296-301.  
Wisconsin. University. Extension division. Income tax. (Bulletin series No. 329. General series No. 194.)

### Books and Pamphlets:

- Adams, H. C. Science of finance. 1898. Holt.  
Bastable, C. F. Public finance. 1903. Macmillan, p. 469-494.  
British Columbia. Legislative assembly. Synopsis of report and full report of Royal commission on taxation, 1911. Victoria, Legislative assembly.  
Bullock, C. J. comp. Selected readings in public finance. 1906. Ginn, p. 254-306.  
Daniels, W. M. Elements of public finance. 1899. Holt, p. 181-206.  
Ely, R. T. Taxation in American states and cities. 1888. Crowell, p. 287-311.  
Kennan, K. K. Income taxation, methods and results in various countries. 1910. Burdick & Aller  
This book contains a summary of the arguments against the income tax.  
Kinsman, D. O. The income tax in the commonwealth of the United States. 1903. Macmillan.  
McGovern, F. E. A state income tax. Madison, The State, 1913.  
Means, D. M. Methods of taxation. 1909. Dodd, p. 138-71.

### National Tax Association. Proceedings:

These proceedings contain many speeches upon all phases of the subject of taxation and special attention is called to the following articles:

- Adams, T. S. Income tax in the state of Wisconsin. 1910.  
Bullock, C. J. Taxation of intangible property. 1908.  
Easterday, J. H. Taxation of money and credits. 1908.  
Haugen, N. P. The Wisconsin income tax. 1912.  
Kennan, K. K. Wisconsin income tax law. 1911.

- Pierce, F. G. Taxation of money and credits. 1907.  
 Pleydell, A. C. Shifting the tax. 1907.  
 Phelps, E. M. comp. Selected articles on the income tax; with special reference to graduation and exemption. 1909. Wilson. (Debaters' handbook.)  
 Plehn, C. C. Introduction to public finance. 1909. Macmillan, p. 313-35.  
 Seligman, E. R. A. Income tax, a study of the history, thoery and practice of income taxation at home and abroad. 1911. Macmillan.  
 Seligman, E. R. A. Progressive taxation in theory and practice. 2d ed. 1909. (American economic Asn. quarterly. 3d series, v. 9, No. 4. Dec., 1908.)  
 Seligman, E. R. A. Shifting and incidents of taxation. 1899. Macmillan, p. 307-9.  
 Wells, D. A. Theory and practice of taxation. 1900. Appleton.

### State Laws and Documents—Articles Relating to Various States:

The Oregon Library Commission can supply the latest tax laws and tax reports for most of the States.

- California. Commission on revenue and taxation. Preliminary report, Aug., 1906, p. 15-16.  
 California. Legislature. Act to provide for the assessment, levy and collection of an income tax. (Senate bill No. 46, Jan. 14, 1907.)  
 Massachusetts. Governor. Message on taxation of incomes. May 17, 1911. (Extract from Mass. House Journal.)  
 Minnesota. Legislature. 1907. Bill for an act providing for an income tax.  
 New York. A state income tax for New York (Collier's, Jan. 26, 1907.)  
 Oklahoma. Campbell, R. A. Income tax, Oklahoma. (American Political Science Review. Notes on current legislation, 3:78-9. Feb. 1909.)

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## STATE INCOME TAX.

Oregon. Initiative petition. Measures relating to taxation to be submitted at the regular general election Nov. 5, 1912. Published by Board of Tax Commissioners

This pamphlet contains all of the tax measures included in the 1912 "Voters' pamphlet."

- Oregon. Governor (Chamberlain). Income tax. (From his message, 1907.)  
 Oregon. Legislature, 1913. House joint resolution providing for amendment to constitution relating to uniform rules of assessment and taxation. H. J. R. No. 9. 1913.  
 Wisconsin. Legislature. Joint resolution, 1909 for tax amendment. (Jt. res. No. 19, S.)  
 Wisconsin. Tax Commission. The Wisconsin income tax law of 1911, with explanatory notes, governor's special message, etc. Madison, The State, 1911.  
 Wisconsin. Reed, R. E. The income tax in Wisconsin; its history, what it is intended to remedy and its essential features. (La Follett's, 4: p. 7-8, 22-3. Oct. 5, 1912.)

## SINGLE HOUSE LEGISLATURES.

### High School Reference Books:

See list of general reference books.

### Briefs and Bibliographies:

There are no available briefs or bibliographies.

### Books and Pamphlets:

- Ashley, R. L. The American federal state. 1911. Macmillan, p. 225-26.
- Bagehot, Walter. The English constitution, and other political essays. Appleton. 1903. (See chapter on House of Lords.)
- Beard, C. A. & Schultz, B. E. Documents on the state-wide initiative, referendum and recall. 1912. Macmillan, p. 10.
- Equity Series, 15:155-61. July, 1913. The problem of state government.
- The Federalist. The Federalist, a commentary on the Constitution of the United States. ed. by Henry C. Lodge. 1902. Putnam. (See index under Senate.)
- Garner, J. W. Introduction to political science. 1910. Amer. Bk. Co., p. 427-40.
- Gitteau, W. B. Government and policies in the United States. 1911. Houghton, p. 95. 248.
- Kansas. Governor (Hodges). 1913. Message relative to a single chamber legislature. March 10, 1913.
- Leacock, Stephen. Elements of political science. 1906. Houghton, p. 159-62.
- Moran, T. F. Rise and development of the bicameral system in America. 1895. Johns Hopkins Press.
- Moses, Bernard. Government of the United States. 1911. Appleton, p. 58-60.
- Munro, W. B. Government of American cities. 1912. Macmillan, p. 6-7, 10.
- Oberholtzen, E. P. Referendum in America. 1911. Scribner, p. 69-72.
- Sidgwick, Henry. Elements of politics. 2d ed. 1897. Macmillan, p. 465-80.
- Temperly, H. W. V. Senate and upper chambers, their use and function in the modern state. 1910. Chapman.
- Wilson, Woodrow. Congressional government. Houghton. 1885. (See index.)
- Wilson, Woodrow. The state. 1898. Heath, p. 487-88.

### Periodical Articles:

- Contemporary review, 97:545-54., May 10. One chamber or two? H. Spender.
- Nineteenth century and after, 62:689-98, Nov. 1907. The second chamber. Andrew Carnegie.
- Nineteenth century and after, 68:31-42. July, 1910. Political sovereignty and a reformed chamber. G. C. Clark.

## AMENDMENT OF STATE CONSTITUTIONS.

### High School Reference Books:

See list of general reference books.

### Briefs and Bibliographies:

There are no available briefs or bibliographies.

### Books and Pamphlets:

- Beard, C. A. & Schultz, B. E. Documents on the state-wide initiative referendum and recall. 1912. Macmillan.



- Bryce, James. American commonwealth. New ed. 1910. Macmillan, v. 1, p. 464-80.
- Dodd, W. F. Revision and amendment of state constitutions. 1910. Johns Hopkins Press.
- Eaton, A. H. The Oregon system. 1912. McClurg.
- Gitteau, W. B. Government and politics in the United States. 1911. Houghton, p. 91-93.
- Hart, A. B. Actual government. 2d ed. 1904. Longmans, p. 59-63.
- Oberholtzer, E. P. Referendum in America. New ed. 1911. Scribner.
- Oregon. Secretary of state. Abstract of votes cast in the several counties in the state of Oregon at the general election, November, A. D. 1912. Comp. by B. W. Olcott.
- Phelps, E. M., comp. Selected articles on the initiative and referendum. 2d ed. 1911. Wilson. (Debaters' hand book series.)
- Smith, J. A. Spirit of American government. 1907. Macmillan, p. 235-38.
- Stoddart, J. F. Against the referendum. 1910. Hodder.
- Wilcox, D. F. Government by all the people. 1912. Macmillan.
- Wilson, Woodrow. The state. Rev. ed. 1898. Heath, p. 476-78.

#### Periodical Articles:

- Atlantic, 97:792-96, June, 1906. Constitution amending and the initiative. F. Foxcroft.
- Twentieth century magazine, 3:132-34, Nov. 1910. Practical conservation of popular sovereignty. Jonathan Bourne.
- Yale review, 17:85-92, May, 1908. What proportion of voters neglect to go to the polls? H. S. Lyon.

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### NAVY.

#### High School Reference Books:

See list of general reference books.

#### Briefs and Bibliographies:

- Brookings, W. D. & Ringwalt, R. C. Briefs for debate. 1895. Longmans, p. 78-80.
- Indiana. State Library. Bulletin 5:3.
- Minnesota High School Debating League. Sixth annual report.
- Montana High School Debating League. Bulletin of the University of Montana, October, 1908.
- Pearson, P. M., comp. Intercollegiate debates. 1909. Hinds, p. 293-302.
- Wisconsin University. Extension division. Debating and public discussion. 1910. (Bulletin ser. no. 386, Gen. ser. no. 233.)

#### Books and Pamphlets:

- American Assn. for International Conciliation, 501 W. 116th St., N. Y. Publications.
- American Peace Society, 31 Beason St., Boston, Mass. Publications.
- American Political Science Assn. Proceedings, 1910. p. 199-201.
- American Society for Judicial Settlement of International Disputes, Baltimore, Md. Publications.
- Angell, Norman. The great illusion; a study of the relation of military power in nations to their economic and social advantage. 1911. Putnam.
- Butler, N. M. The international mind. 1912. Scribner.
- Carnegie, Andrew. Armaments and their results. 1909. Peace Society.
- Chittenden, H. M. A present duty and a future hope. 1911. McClurg.

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- D'Estournelles de Constant, Paul Henri Benjamin, baron de. Report on the limitation of armaments. 1906. Lond. Peace Society.
- Dole, F. C. Spirit of democracy. 1906. Crowell, p. 233-247.
- Fanning, C. E. comp. Selected articles on the enlargement of the navy. 1906. Wilson.
- International School of Peace, 29A Beacon St., Boston, Mass. Publications.
- Lake Mohonk Conference on International Arbitration. (Sec. H. C. Phillips, Lake Mohonk, N. Y.) Publications.
- Lynch, Frederick. Peace problem, the task of the twentieth century. 1911. Revell.
- McCabe, Joseph & Darien, Georges. Can we disarm? 1899. Stone.
- Mahan, A. T. Some neglected aspects of war; together with The power that makes for peace by H. S. Pritchett and The Capture of private property at sea by J. S. Corbett. 1907. Little.
- Mead, L. A. Patriotism and the new internationalism. 1906. Ginn.
- Mead, L. A. Swords and ploughshares. 1912. Putnam.
- Navy League of the United States, Washington. Publications.
- Novicow, Jaques. War and its alleged benefits; tr. by Thomas Seltzer. 1911. Holt.
- Perris, G. H. A short history of war and peace. 1911. Holt.
- Roosevelt, Theodore. Administration. Civil service. 1897. Putnam, p. 140-75.
- Sadler, W. F. Protest against increase of army and navy and plea for peace; address Memorial day. Camp Hill 1908. Cornman Printing Co., Carlisle, Pa.
- World Peace Foundation, 29A Beacon St., Boston, Mass. Publications.

#### United States Documents:

- U. S. 61st Cong., 2d sess. House of Representatives. Committee on naval affairs. Report No. 807.
- U. S. 61st Cong., 2d sess. House of Representatives. Speech on the Naval appropriation bill, April 8, 1910.
- U. S. Navy Department. Annual reports.
- U. S. Navy Year books.
- U. S. Office of Naval Intelligence. Information concerning some of the principal navies of the world; a series of tables compiled to answer popular inquiry.
- U. S. Presidents. Messages.
- U. S. War Department. Annual reports.

#### Periodical Articles:

- Collier's, June 15, 1907. Farce at The Hague. F. Palmer.
- Collier's, March 2, 1907. The navy still grows.
- Cosmopolitan, 44:584-93, May, 1908. If war should come. 1. The question of preparedness. R. P. Hobson.
- Cosmopolitan, 45:37-47, June, 1908. If war should come. 2. The conflict. R. P. Hobson.
- North Amer. Rev., 191:636-41, May, 1910. Military preparedness. W. H. Carter.
- North Amer. Rev., 188:564-76, Oct., 1908. The fleet. S. B. Luce.
- North Amer. Rev., 188:795-6, Nov., 1908. World politics.
- Outlook, 88:896-98, April 25, 1908. Naval battle in Congress. Is the navy large enough?
- Outlook, 89:839-42, Aug. 15, 1908. Navy for peace. R. F. Zogbaum.
- Outlook, 89:731-2, Aug. 1, 1908. Uncle Sam's peace insurance.
- Outlook, 91:386-7, Feb. 20, 1909. Do we need a navy?

- Reader, 10:339-43, Sept., 1907. Why the nations cannot disarm. A. S. Hershey.  
 World's Work, 20:13318-22, Aug., 1910. Two hindrances in peace. G.  
 World Today, 16:389-94, April, 1909. What our navy costs us. L. A. Mead.  
 World's Work, 20:13318-22, Aug., 1910. Two hindrances in peace. G. W. Eliot.

## CAPITAL PUNISHMENT

### High School Reference Books:

See list of general reference books, and files of Oregonian.

### Briefs and Bibliographies:

- Askew, J. B. Pros and cons. 1906. Lond. Routledge, p. 34-5.  
 Brookings, W. D. & Ringwalt, R. C. Briefs for debate. 1895. Longmans, p. 57-59.  
 Matson, H. References for literary workers. 1892. McClurg, p. 160-1.  
 Robbins, E. C. High school debate book. 1911. McClurg, p. 44-7.  
 Fanning, C. E., comp. Selected articles on capital punishment. 1909. Wilson. (Debaters' handbook series.) Bibliography, p. 1-8.  
 Jerome, W. M. comp. Syllabus on capital punishment.

### Books and Pamphlets:

- Evans, S. E. Abolition of capital punishment.  
 Massachusetts civic alliance, Boston. Does capital punishment increase murder? (Statistics on abuse of the pardon power.)  
 National Prison Association. Proceedings.  
 There are many discussions and addresses upon the subject of Capital punishment published in the proceedings of this Association, and these volumes are to be found in most public libraries. We especially note the articles in the proceedings for 1889, 1894, 1896, 1897, and 1898.  
 Neff, P. J. Capital punishment. 1912. Pub. by the author, Medford, Oregon.  
 New Jersey. Legislature. Senate committee to inquire into the subject of capital punishment. Report. 1908.  
 New York (State). Commissioners on capital punishment. Report. 1888. (Also additional report 1892.)  
 Ohio. State Library. Bulletin, v. 1, No. 10, January 1906. (Bibliography, p. 3-6.)  
 Oregon. Initiative petition, 1912. A bill for an act to abolish capital punishment as a penalty for conviction of murder in the first degree; to substitute therefor life imprisonment at hard labor. To regulate the pardoning power of the governor and to amend Section 1903 and Section 1714 of Lord's Oregon laws.  
 Oregon League to Abolish Capital Punishment. Publications.  
 The Oregon Library Commission has a supply of the pamphlets and leaflets published by this League and will include them in shipments of Capital punishment material when it is loaned to schools, or, they may be obtained by addressing the Secretary, Box 372, Salem, Oregon.  
 Oregon. State Penitentiary. Biennial report, 1911, p. 9-10.  
 Prison Reform League. Crime and criminals, edited by J. G. Griffiths. 1910. Published by Prison Reform League Publishing Co., Los Angeles, Cal.  
 Shaler, N. S. Citizen. 1904. Barnes, p. 125-8.  
 Society of Friends. Address on Capital punishment: an address of the representatives of the religious Society of friends for

Pennsylvania, New Jersey and Delaware, issued Dec. 18, 1908. Friends Book Store, 304 Arch St., Philadelphia, Pa.

Whitlock, Brand. Thou shalt not kill. (Reprinted from Reader, 9: 382-9. March, 1907.)

This article has also been reprinted by the Oregon League to Abolish Capital Punishment, and may be obtained through the Oregon Library Commission, or by addressing the Secretary, Box 372, Salem, Oregon.

Wines, F. H. Punishment and reformation: a study of the penitentiary system. 1909. Crowell.

#### Periodical Articles.

Albany Law Journal, 69:213-14. June, 1907. Abolition of death penalty.

American Journal of Politics, 2:323-32. March, 1893. Capital punishment.

American Law Review, 43:321-24. May, June, 1909. Does capital punishment prevent convictions? Maynard Shipley.

American Law Review, 43:667-84. 1909. Capital punishment. B. G. Kendall.

American Statistical Association Quarterly, 9:307-14. S. 1905. Results of the practical abolition of capital punishment in Belgium. Maynard Shipley.

Annals American Academy, 29:601-29. May, 1907. Crime and capital punishment, symposium.

Arena, 1:75-83. Jan., 1890. Crime of capital punishment. H. O. Pentecost.

Arena, 2:513-23. Oct. 1890. Death penalty. G. F. Shrady.

Arena, 21:469-72. April, 1899. Failure of the death penalty. C. G. Garrison.

Arena, 38:259-63. S., 1907. Anomaly of capital punishment. T. S. Moseby.

Arena, 51:525-34. Aug., 1909. I cannot keep still; capital punishment in Russia. L. N. Tolstoi.

Canada Law Journal, 47:1-4. Jan. 2, 1911. Should capital punishment be abolished? W. E. O'Brien.

Charities, 15:248-9. Nov. 18, 1905. Capital punishment denounced.

Charities, 15:732-33. Feb. 24, 1906. Capital punishment in Belgium.

Charities, 17:1103. March 23, 1907. Death penalty in Maine. E. P. Wheeler.

Charities, 18:193-4. May 11, 1907. Death Penalty. E. P. Wheeler.

Collier's, April 8, 1907. Capital punishment will go.

Current Literature, 29:190-92. Aug., 1900. Shall hanging end? J. Oldfield.

Forum, 3:381-91. June, 1887. Capital punishment. J. M. Buckley.

Green Bag, 19:359-60. July, 1907. Abolition of capital punishment. J. H. Vahey.

Harper's Weekly, 48:196-98. Feb. 6, 1904. State manslaughter. W. D. Howells.

Harper's Weekly, 50:1028-29. July 21, 1906. Does capital punishment tend to diminish capital crime? T. S. Mosby.

Harper's Weekly, 50:1903. Dec. 29, 1906. Plato on capital punishment. M. Shipley.

Harper's Weekly, 51:890. June 15, 1907. Homicide and the death penalty in France. M. Shipley.

Harper's Weekly, 53:8. July 3, 1909. Should capital punishment be abolished? Charles Spitzka.

Independent, 61:1124-25. Nov. 8, 1909. Abolishing the death penalty in France.



- Literary Digest, 35:953-4. Dec. 21, 1907. Scientific reasons for the death penalty.
- Literary Digest, 38:203. Feb. 6, 1909. Death penalty restored in France.
- Literary Digest, 38:244. Feb. 13, 1909. Why the guillotine came back.
- Living Age, 258:349-57. Aug. 8, 1908. Government by executions. L. N. Tolstoi.
- Nation, 84:376-7. April 25, 1907. Whitely case and the death penalty.
- Nineteenth Century, 72:732-44. Oct., 1912. Capital punishment: the case for abolition. A. F. Schuster.
- Outlook, 85:335-7. Feb. 16, 1907. America and the sixth commandment.
- Outlook, 90:1-3. Sept. 5, 1908. The Russian torture chamber.
- Outlook, 93:518. Oct. 30, 1909. In darkest Russia. A. E. Goldenmeiser.
- Outlook, 97:707. April 1, 1911. The case of Andrew Toth.
- Review of Reviews, 40:219-20. Aug., 1909. Does capital punishment prevent convictions?

## IMMIGRATION.

### High School Reference Books:

- U. S. Bureau of immigration and naturalization. Annual reports
- U. S. Bureau of statistics. Statistical abstract of the United States. 1912.
- U. S. Congress. Immigration documents.
- U. S. Congressional records. Speeches on immigration (especially those of 1912 and 1913).
- U. S. Immigration commission. Abstract of reports.
- U. S. Immigration commission. Annual reports. Wash., Govt. See also list of general reference books.

### Briefs and Bibliographies:

- Brookings, W. D. & Ringwalt, R. C. Briefs for debate. 1895. Longman's, p. 68-73.
- Lyman, R. L. & Baker, J. E. Principles of effective debating. Madison. University. 1907. (Bulletin of the University of Wisconsin. Series No. 176, Extension Series No. 1.)
- Pearson, P. M. comp. Intercollegiate debates. 1909. Hinds, p. 165-87.
- Ringwalt, R. C. Briefs on public questions. 1905. Longmans, p. 31-41.
- Robbins, E. C. High school debate book. 1911. McClurg, p. 100-108.
- Wisconsin. University. Extension division. Restriction of immigration. 2d ed. Madison. University. 1912. (Bulletin, Gen. Ser. No. 360.)

### Books and Pamphlets:

- Commons, J. R. Races and immigrants in America. 1907. Macmillan.
- Dillingham, W. P. Regulation of immigration: speech in the Senate of the United States, April 17, 1912. (From Congressional record. 62d Cong., 2d sess.)
- Hall, P. F. Immigration and its effects upon the United States. 2d ed. rev. 1906. Holt.
- Immigration restriction league, Boston. Publications.

Jenks, J. W. & Lauck, W. J. The immigration problem. 1911. Funk.  
 Keefe, D. J. Operation of present immigration law. Wash., 1913.  
 (63d Cong., 1st sess., Sen. doc. No. 52.)  
 National liberal immigration league, New York City. Publications.  
 Smith, R. Mayo. Emigration and immigration: a study in social  
 science. 1890. Scribner.  
 Sulzberger, C. L. Is immigration a menace? 1912. New York.  
 American Jewish committee.  
 U. S. Census Office. Thirteenth census. Wash., Govt.  
 U. S. 63d Congress, 1st session. Senate. A bill to regulate the  
 immigration of aliens to, and the residence of aliens in the  
 United States. Senate bill 2406. (The Dillingham bill.)  
 Warne, F. J. The immigration invasion. 1913. Dodd.

#### Periodical Articles:

American Educational Review, 1:753-65. Dec., 1911. Immigration  
 and crises. H. P. Fairchild.  
 North American Review, 195:665-72. May, 1912. The lesson from  
 Lawrence. W. J. Lanck.  
 Outlook, 101:383-4. June 22, 1912. Sifting the immigrants. (Ed-  
 itorial.)  
 Outlook, 101:453-4. June 22, 1912. Sifting the immigrant. J. H.  
 Patten.  
 Outlook, 101:454. June 22, 1912. Selecting the immigrant. W. B.  
 Griffith.  
 World's Work, 26:257-8. July, 1913. To restrict immigration. (Ed-  
 itorial.)

## Constitution and By-Laws

### OREGON HIGH SCHOOL DEBATING LEAGUE

#### ARTICLE I.

##### NAME.

This organization shall be known as the Oregon High School De-  
 bating League.

#### ARTICLE II.

##### OBJECT.

The object of this League is improvement in debate among the  
 students in the high schools of the State of Oregon.

#### ARTICLE III.

##### MEMBERSHIP.

Section 1. Any public high school in Oregon which maintains a  
 debating society throughout the year may become a member of this  
 League upon application to the Executive Committee of the League and  
 shall retain such membership so long as it conforms to the constitution  
 and by-laws.

Section 2. All schools seeking admission for any particular year  
 must join by October 15th of that year.

Section 3. The annual dues of three dollars shall be paid to the Treasurer by October 15th. Failure to pay dues shall cancel membership.

#### ARTICLE IV.

##### OFFICERS, COMMITTEES, DUTIES.

Section 1. The officers of the League shall be a President and a Secretary-Treasurer. They shall be elected at the annual meeting.

Section 2. The executive committee of the League shall consist of the President and the Secretary, who shall act with the State Superintendent of Public Instruction, the President of the University of Oregon and the Secretary of the Oregon Library Commission. This committee shall have power to increase its membership by two additional members, one of whom shall be a county superintendent.

Section 3. (a) It shall be the duty of the President to preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of the executive committee.

(b) It shall be the duty of the Secretary-Treasurer to keep minutes of the annual meeting, and of the meetings of the executive committee, to disburse funds upon order of the executive committee, to collect annual dues and perform other duties pertaining to the office.

(c) It shall be the duty of the Executive Committee:

To pair the district champion teams, to choose sides and to make other arrangements for the inter-district contests, on the basis of con-district and final debates shall begin before the conclusion of the district debates, and the Secretary shall submit the schedule to the executive committee before it becomes final.

To co-operate with the two directors, whose districts shall be represented in the final contest, in making arrangements for that contest.

To select the questions for debate for the inter-district and final contests; also for the districts in all but the first preliminaries. In no case, however, shall the State and inter-district question be used as an intra-district question.

To prepare and have printed each year, before December 1st, a year book containing the latest revision of the constitution and by-laws, the list of names and addresses of the officers, statement of question for district, inter-district and final contests, with bibliography, and such other matter as, in their judgment, may be helpful to the members of the League.

Section 4. The executive committee shall appoint for each district one director who shall be the principal (or other representative) of the League high schools in his district.

It shall be the duty of the director:

To preside at the call meetings of the principals (or other representatives) of the League high schools in his district.

To co-operate with the principals (or other representatives) of the League high schools in his district, in pairing the schools, and in making other arrangements for the several series of district contests on the basis of convenience and expense. In case of disagreement the district director shall have final authority in pairing teams.

To file with the secretary of the League, for permanent record, and for the reference of the Executive Committee, not later than November 5th, an approved schedule of the debates for his district. He shall report to the Secretary the results of all contests immediately after they shall have been held, giving the names of the contesting schools and their representatives, together with the votes of the judges. No debate shall be considered as having been held under the auspices

of the League unless the schedule shall have been filed with the Secretary as above directed, and the results immediately reported.

To furnish the executive committee all other necessary information with regard to the workings of the League in his district.

## ARTICLE V.

### MEETINGS, ELECTIONS.

Section 1. The directors in the several districts shall, at any time they deem it necessary, call meetings of the principals (other representatives) of the league high schools in their respective districts.

Section 2. The annual meeting shall be held at the time of the State Teachers' Association. At this meeting the officers shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote.

## ARTICLE VI.

### DEBATING DISTRICTS.

The State shall be divided into debating districts by the executive board of the League.

## ARTICLE VII.

### CONTESTS.

Section 1. **District Contests.** The district contests, held by teams representing the several high schools within each district, shall occur between the first of November and the first of February. The team winning in the last series of these contests shall be the district champion team. The triangular system of debate is urged wherever conditions permit, leaving the method of grouping by twos in other cases.

Section 2. **Inter-District Contests.** The inter-district contests, held by the several district champion teams, shall occur between the first of March and the first of May. The two teams winning in these contests shall be the two inter-district champion teams.

Section 3. **Final Contest.** The final contest, held by the two inter-district champion teams, shall be held at the University of Oregon at a time to be fixed by the executive committee.

## ARTICLE VIII.

Section 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in at least three subjects that they are taking at the time of the contest.

Section 2. The team that shall represent any league high school shall be selected by a series of try-outs. In cases where this seems impracticable a different method may be used when authorized by the executive committee. Without such permission the team selected in any other manner shall not be considered eligible to the district debates.

Section 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

Section 4. At all contests, in which each team shall be represented by three members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 12 minutes (introduction and direct argument).

First speaker, negative, 12 minutes (direct argument and refutation).



Second speaker, affirmative, 12 minutes (direct argument and refutation).

Second speaker, negative, 12 minutes (direct argument and refutation).

Third speaker, affirmative, 12 minutes (direct argument and refutation).

Third speaker, negative, 12 minutes (direct argument and refutation).

Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes (rebuttal and summary).

Section 5. At all contests, in which each team shall be represented by two members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 15 minutes (introduction and direct argument).

First speaker, negative, 15 minutes (direct argument and refutation).

Second speaker, affirmative, 15 minutes (direct argument and refutation).

Second speaker, negative, 15 minutes (direct argument and refutation).

Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes, (rebuttal and summary).

No new argument allowed in either of the last two speeches.

Section 6. There shall be no cheering while any debater is speaking and the chairman or presiding officer shall make this announcement before the debate and shall use all means to enforce the rule. In cases of cheering, time so consumed may be made up to the speaker at the discretion of the chairman or presiding officer.

## ARTICLE IX.

Section 1. At each contest there shall be three judges selected on the basis of capability and impartiality; and so far as possible, they shall be non-local. The principals of any two contesting schools may by mutual agreement, however, decide upon one judge to determine the issue, provided that three judges must be selected in all cases where the principals cannot agree upon one judge.

Section 2. The judges for inter-district debates shall be appointed by the executive committee, but in no case shall a member of said committee take part in the selection of judges in a case where he is personally interested. For the district contests, the principals of the two schools represented shall select the judges as follows: The principal of the visiting school shall submit a list of nine judges to the home school, from which to select three. If less than this number are satisfactory, the principal of the home school shall present a like list for selection, and so on until three mutually satisfactory judges are selected. The consideration of judges shall be taken up a month or more before the contest, and if possible, the final selection shall be made not less than a week before the debate.

Section 3. As soon as the judges shall be selected, they shall be supplied each with a copy of "How to Judge a Debate." Copies can be secured from the district directors or from the Secretary of the League.

Section 4. During the debate the judges shall sit apart from one another. They shall take into consideration argument, rebuttal, and effectiveness, and shall base their decision on the merits of the

debate and not on the merits of the question. Each judge at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelopes in sight of the two leaders, and then announce to the audience the decision.

The following score card shall be handed each judge, for his private use, and shall not be handed in with the judge's final vote:

(FACE)

# SCORE CARD FOR PRIVATE USE OF JUDGES IN OREGON HIGH SCHOOL DEBATING LEAGUE.

(Not to be handed in with vote.)

Affirmative	Argument	Rebuttal	Effective- ness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker .....	.....	.....	.....	.....
Third Speaker .....	.....	.....	.....	.....
Total.....	.....	.....	.....	.....
Negative	Argument	Rebuttal	Effective- ness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker .....	.....	.....	.....	.....
Third Speaker .....	.....	.....	.....	.....
Total.....	.....	.....	.....	.....

N. B. The marking shall be on a basis of 100 per cent. Not more than 100 points and not less than 60 points shall be given for each of the three divisions: Argument, Rebuttal, and Effectiveness.

(BACK)

## INSTRUCTIONS TO JUDGES.

- I. The judges shall sit apart from one another, and shall at the conclusion of the debate, without consultation, write on a separate card the word "affirmative" or "negative," seal in an envelope and hand to the presiding officer.
- II. Each debater shall be marked under the three heads as indicated at the bottom of the face of the score card. The affirmative shall give the final rebuttal speech, at which time the speaker will be given credit for rebuttal.
- III. Definition of terms:  
Argument means the substance and value of the proof offered and its skillful use in the discussion.

Rebuttal means impromptu argument used to refute the direct argument of the opposing side.

Effectiveness means the combination of good English with pleasing delivery.

IV. Decision should be based on the merits of the debate and not on the merits of the question.

V. No judge shall under any circumstances give a consolation vote.

## ARTICLE X.

### Expenses.

Section 1. In all triangular and dual contests, both district and inter-district, in which each school is represented by an affirmative and a negative team, the expenses of the judges, and the hotel bills and railway mileage of the visiting teams (the three—or two, as the case may be—debaters and one member of the high school faculty) shall be pooled and borne equally by the competing schools. Immediately after each contest, each school shall submit an itemized account of its expenses to the Director of the District, or some one appointed by him. The director shall add the total expenses, divide them proportionately, and make such collections and reimbursements as may be necessary to effect an equitable adjustment of expense burdens. In all contests which involve a single debate, the principals of competing schools shall mutually agree upon an equitable division of expenses. The consideration of this question shall be taken up a month or more before the contest. If a satisfactory agreement shall not have been reached at least two weeks before the contest, the question shall be referred to the district director for final adjudication and settlement. In case the school of any district may be able to agree upon some other more satisfactory system, they shall not be bound by this section in their intra-district contests.

Section 2. Whenever two competing teams may find it more convenient or less expensive to meet at some half-way point, the two schools represented by these teams shall share equally the expense, or make some special arrangements for defraying the expenses of that particular debate.

Section 3. At the final contest the University shall pay the expenses of the judges and the hotel bills and traveling expenses of the two teams.

## ARTICLE XI.

### AMENDMENTS.

This constitution and by-laws may be amended at any annual meeting by a majority of the league high schools present. But no school shall have more than one vote. Amendments may also be made at any time by majority vote of the executive committee, subject to ratification at the next annual meeting.

### BY-LAWS.

1. It shall be considered improper to entertain judges before the contest at any place other than the hotel.

2. After arrangements for any preliminary debate are concluded, the statement of the question for debate may be changed with the consent of the teams concerned. But the team desiring the change must re-state the question and secure the consent of the other team.

3. It shall be considered dishonorable for one school to visit the debates of another school when these two schools are likely to meet on the same quuestion.

4. It shall be considered dishonorable for any debater, in any manner, to plagairize his speech.

5. The question for intra-district debates shall be the District Question selected by the executive committee, or, it may be a question selected by the principals of the contesting schools; but in no case shall an intra-district question be the same as the State and Inter-District Question, unless specially authorized by the executive committee. These restrictions do not apply to try-outs within the school.

6. The Inter-District Question shall be the same as the State Question.

7. Counties with less than seventy-five high school students registered in all the schools of the county may enter the League with a team selected by a series of try-outs from all the high schools of the county.

8. The "University of Oregon Cup" shall become the permanent property of the school winning it three times. A "League Cup" shall be given to the school failing to hold the "University of Oregon Cup" a second year, said "League Cup" to be held permanently by the school.

9. Each school shall appoint a timekeeper. The two timekeepers shall sit directly in front of the speakers, and shall enforce the time limit and shall give such warning as the leader of each team shall direct.













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# UNIVERSITY OF OREGON BULLETIN

New Series

NOVEMBER, 1914

Vol. XII, No. 3

## Oregon High School Debating League

ROBERT W. PRESCOTT

Assistant Professor of Public Speaking



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# OREGON HIGH SCHOOL DEBATING LEAGUE

ANNOUNCEMENTS  
FOR THE YEAR  
1914-15

List of Officers  
Proposition for Debate with Bibliography  
Debate Libraries  
Constitution and By-Laws

Prepared by  
ROBERT W. PRESCOTT  
Secretary of the League  
Assistant Professor of Public Speaking  
University of Oregon

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EUGENE, OREGON  
1914







#### UNIVERSITY OF OREGON CUP

Given by the Laurean and Eutaxian Literary Societies and Professor E. E. DeCou, organizer of the League, to stimulate debating among the high schools of the State. It is presented annually to the winning team and becomes the permanent property of the school winning it three times.

Won by Albany, June 1, 1912.

Won by North Bend, May 8, 1913.

Won by Pendleton, May 7, 1914.

THE REGENTS CUP, in the permanent possession of Grants Pass.

Won by Lebanon, May 29, 1908.

Won by Grants Pass, June 4, 1909.

Won by Pendleton, June 3, 1910.

Won by Grants Pass, June 1, 1911.

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VERNAL G. BACKMAN

CLARENCE BEAN

## PENDLETON DEBATING TEAM

Winner Umatilla District Championship; defeated Baker, winner Eastern Oregon Championship; defeated Astoria, winner of Lower and Upper Columbia River Championships; defeated Oregon City, winning State Championship at Villard Hall, University of Oregon, May 7, 1914.

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## OREGON HIGH SCHOOL DEBATING LEAGUE

### OFFICERS

For the year 1913-1914

R. W. Kirk, Superintendent of Schools, Corvallis, President

Robert W. Prescott, Assistant Professor of Public Speaking, University  
of Oregon, Eugene. Secretary-Treasurer

### Executive Committee

P. L. Campbell, President University of Oregon, Eugene

J. A. Churchill, State Superintendent of Public Instruction, Salem

R. W. Kirk, Superintendent of Schools, Corvallis

Cornelia Marvin, Secretary Oregon State Library, Salem

Robert W. Prescott, University of Oregon, Eugene

### District Directors

Harold Hopkins, Superintendent of Schools, Bandon  
Director Coos Bay District

Charles Olson, Principal of High School, La Grande  
Director Eastern Oregon District

F. J. Tooze, Superintendent of Schools, Oregon City  
Director Northern Willamette District

Geo. A. Briscoe, Superintendent of Schools, Ashland  
Director Southern Oregon District

R. L. Kirk, Superintendent of Schools, Springfield  
Director Southern Willamette District

J. G. Imel, Superintendent of Schools, Astoria  
Director Lower Columbia River District

J. S. Landers, Superintendent of Schools, Pendleton  
Director Umatilla District

H. C. Baughman, Superintendent of Schools, Prineville  
Director Upper Columbia River District



WM. MILLER

ELBERT CHARMAN

## OREGON CITY DEBATING TEAM

Winner of Northern Willamette Championship; defeated Albany, winner of Southern Willamette Championship; defeated Klamath Falls, winner of Southern Oregon and Coos Bay Championships. Defeated by Pendleton for State Championship.



## WINNERS OF DISTRICT AND INTER-DISTRICT DEBATES

**Umatilla District**—Pendleton winner Umatilla District Championship; defeated Baker, winner Eastern Oregon Championship; defeated Astoria, winner of Lower and Upper Columbia River Championship; defeated Oregon City, winner State Championship at Villard Hall, University of Oregon, May 7, 1914.

**Northern Willamette District**—Oregon City winner of Northern Willamette Championship; defeated Albany, winner of Southern Willamette Championship; defeated Klamath Falls, winner of Southern Oregon and Coos Bay Championship. Defeated by Pendleton for State Championship.

**Lower Columbia River District**—Astoria defeated The Dalles, winner Upper Columbia River District. Defeated by Pendleton in State Semi Finals.

**Southern Oregon District**—Klamath Falls winner Southern Oregon Championship; defeated Marshfield, champions of Coos Bay District. Defeated by Oregon City in State Semi Finals.

**Upper Columbia River District**—The Dalles champions of the Upper Columbia River District.

**Eastern Oregon District**—Baker champions of Eastern Oregon District.

**Southern Willamette District**—Albany champions of Southern Willamette District.

**Coos Bay District**—Marshfield champions of Coos Bay District.

## DISTRICTS OF STATE DEBATING LEAGUE BY COUNTIES, 1914-1915

**Coos Bay District**—Supt. Harold Hopkins, Bandon, Director. Coos and Curry Counties.

**Eastern Oregon District**—Principal Chas. Olson, La Grande, Director. Union, Wallowa, Baker, Grant, Malheur and Harney Counties.

**Lower Columbia District**—Supt. J. G. Imel, Astoria, Director. Tillamook, Clatsop, Columbia and Multnomah Counties.

**Northern Willamette District**—Supt. F. J. Tooze, Oregon City, Director. Washington, Yamhill, Clackamas, Polk and Marion Counties.

**Southern Oregon District**—Supt. Geo. A. Briscoe, Ashland, Director. Josephine, Jackson, Klamath and Lake Counties.

**Southern Willamette District**—Supt. R. L. Kirk, Springfield, Director. Lincoln, Benton, Linn, Lane and Douglas Counties.

**Umatilla District**—Supt. J. S. Landers, Pendleton, Director. Umatilla, Morrow, Gilliam and Wheeler Counties.

**Upper Columbia River District**—Supt. H. C. Baughman, Prineville, Director. Hood River, Wasco, Sherman and Crook Counties.

## MEMBERS OF THE LEAGUE 1913-1914

Albany	Junction City	Pendleton
Ashland	Klamath Falls	Prineville
Astoria	La Grande	Salem
Baker	Lebanon	Springfield
Bandon	Marshfield	St. Helens
Corvallis	McMinnville	St. Johns
Dayton	Myrtle Point	The Dalles
Estacada	Newburg	Tillamook
Eugene	North Bend	Union
Forest Grove	Oregon City	Weston
Gresham	Parkplace	Woodburn

## SCHOOLS BY DISTRICTS

**Eastern Oregon**—Baker, Union, La Grande.

**Umatilla**—Pendleton, Weston.

**Upper Columbia River**—The Dalles, Prineville.

**Lower Columbia River**—Astoria, Tillamook, St. Helens, Gresham, St. Johns.

**Northern Willamette**—Salem, Oregon City, Parkplace, Estacada, Newburg, McMinnville, Dayton, Forest Grove, Woodburn.

**Lower Willamette**—Junction City, Albany, Lebanon, Corvallis, Springfield, Eugene.

**Coos Bay**—Bandon, Myrtle Point, Marshfield, North Bend.

**Southern Oregon**—Ashland, Klamath Falls.

## 1914-15 QUESTION FOR DEBATE

**Resolved,** That the Federal Government should own and operate all interstate railroads acting as common carriers, including intrastate lines competing with them, constitutionality waived.

## AIDS FOR DEBATERS

A list of books recommended by the State Library for high school libraries. The prices in parentheses are the "school prices" from the State School Library List.

### Parliamentary Practice:

- Robert. Rules of Order. Scott. 75c (49c).  
Palmer. New Parliamentary Manual. Hinds, Noble and Eldridge.  
Gregg. Parliamentary Law. Ginn.  
Gaines. The New Cushing Manual of Parliamentary Practice.  
Thompson Brown.  
Robert. Primer of Parliamentary Law. Doubleday. 75c (48c).

### Public Speaking:

- Clark & Blanchard. Practical Public Speaking. Scribner. \$1.00 (85c).  
Everts. The Speaking Voice; Principles of Training Simplified and Condensed. Harper. \$1.00 (85c).  
Shurter. Extempore speaking for school and college. Ginn. 90c (77c).

### Debating:

- Gardner. The Making of Arguments. Ginn.  
Alden. Art of Debate. Holt. \$1.12 (\$1.00).  
Carnegie Library, Pittsburg. Debate Index. 2d ed. Pittsburg Carnegie Library. 20c.  
An index to the debaters' manuals in the Carnegie Library, Pittsburg.  
Foster. Argumentation and Debating. Houghton. \$1.25 (\$1.07).  
Contains specimen briefs and debates and a list of propositions for debate for advanced students.  
Foster. Essentials of Exposition and Argument. Houghton. 1911. 90c.  
The best book upon the subject. Based upon his argumentation and debating.  
Laycock & Scales. Argumentation and Debate. Macmillan. \$1.10 (95c).  
A good exposition of the principles of debating. More advanced than the book below.  
Laycock & Spofford. Manual of Argumentation for High Schools and Academies. Macmillan. 50c (42c).  
Excellent book for beginners.  
Thomas. Manual of Debate. American Book Co. 80c.  
Intended as a drill book for beginners.  
Wisconsin. University. Extension Division. How to Judge a Debate. University of Wisconsin. 10c.  
Wisconsin. University. Extension Division. Principles of Effective Debating. 3d ed. Wilson. 15c.

**Questions with Briefs:**

Brookings & Ringwalt. Briefs for Debate on Current Political, Economic and Social Topics. 1895. Longmans. \$1.25 (90c).  
Note preface on "The Art of Debate."

Carpenter. Debate Outlines on Public Questions. New ed. Broadway Pub. Co. \$1.00.

Ringwalt. Briefs on Public Questions. Longmans. \$1.20 (95c).

Robbins. High School Debate Book. McClurg. \$1.00 (90c).  
Excellent for beginners.

**Periodical Articles:**

Readers' Guide to Periodical Literature. 1900-1904. Wilson.  
\$16 (\$8).

-----1905-1909. Wilson. \$24 (\$12).

-----Annual Volumes, 1910-date. Wilson. \$7 (\$3.50).

A file of some of the best periodicals is desirable, and a team which is constantly debating public questions must have access to the current numbers of the Outlook and Nation. Indexes to current magazines and newspapers are essential. All available indexes are owned by the Commission, and will be consulted for any subject, upon request. It is possible that many of the magazine references may be borrowed from the people of the different towns. Articles indexed in the publications noted above may be rented from the H. W. Wilson Co., of Minneapolis. Cost of first article in each order is 10c, and for each additional article ordered at same time, 5c.

**Government Documents:—(Apply to Department or Congressman.)**

The library should have a file of the reports and bulletins of the Labor Bureau; sets of reports of the Department of Commerce and Labor; a set of publications of last census; the Statistical Abstract; the last Official Directory; Consular reports (with indexes); recent volumes of Congressional Record; Presidents' messages; Industrial Commission report (difficult to secure); other sets should be secured for special needs—Reports of Commissioner of Immigration for debate on that subject, etc.

**Indexes to Government Document:**

Write to Superintendent of Documents, Washington, D. C., for the following:

Catalog of Public Documents of the 53d-60th Congress and all Departments of the Government, March 4, 1893-June 30, 1901, Vols. 1-9.

Tables of annotated indexes to the Congressional Series of United States public documents. 1902.

Index to the subjects of the documents and reports and to the committees, senators and representatives presenting them, with tables of the same in numerical order, being the "Consolidated Index" provided for by the Act of January 12, 1895. 54th Congress. 1st Session. December, 1895-date.

Check list of United States public documents, 1789-1909. 3d Ed. Vol. 2, not yet published, will be an index to Vol. 1.

Monthly catalog, United States public documents. \$1.10 a year.



**State Documents:**

Every high school should have recent Oregon State documents, and particularly the Oregon Blue Book, and the annual report of the Bureau of Labor Statistics. For lists of recent publications of the various states the monthly list of publications, which may be obtained from the Superintendent of Documents, Washington, D. C., for 50c a year, is most useful.

**Almanacs and Yearbooks:** (The last annual issue for each is given.)

American Year Book, 1912, Appleton. \$3.50 (\$3.30 incl. postage).

Especially useful in the fields of economics, political science, public works, legislation, commerce, politics and government.

Brittanica Year Book, 1913. Encyclopedia Brittanica Co. \$1.75.

The first volume issued. Historical and statistical, covering the years 1910-12.

Chicago Daily News Almanac and Year Book, 1913. Chicago Daily News. 45c.

New International Year Book, 1913. Dodd. \$5. Contains very full articles on all events of importance during the year and on all subjects that have been marked by change or progress.

Tribune Almanac, 1913. New York Tribune. 25c.

World Almanac and Encyclopedia, 1913. New York Press Pub. Co. 35c.

**General:**

Bliss. Encyclopedia of Social Reform. Funk. \$7.50 (\$5.65).

**Encyclopedias:**

References are not given to these, but it is assumed that debaters will look up all questions in the New International and Britannica cyclopedias.

## OREGON STATE LIBRARY DEBATE LIBRARIES

These collections of material upon public questions are loaned without charge to Oregon schools upon proper application. This means that the application must be made by the principal, or by the teacher who is in charge of the debate work. Loans are made through public libraries when possible, as it is generally considered better to supplement public library collections so that schools shall not pay cost of transportation upon material which is to be had locally, and shall not deprive other schools of this. The rules for debate library loans may be had upon application. The period of the loan is three weeks with possible renewal for two weeks if the material is not desired elsewhere. It is better for schools to apply for small libraries to be kept a short time, rather than to ask for complete libraries which cannot profitably be used in so short a time. No loans are made to schools which mark the books and pamphlets and return them in bad condition. The fine for keeping libraries beyond time is 25c a day. Privileges of the library are withdrawn in case of loss of pieces.

The State Library makes every effort to meet the needs of the schools, but it has many borrowers among schools and debating societies and can do justice to all of them only by enforcing the rules strictly. A new list of questions for debate will soon be issued, giving the titles of the books which high school debating societies should collect.

The University of Oregon Library, Eugene, will also be able to furnish some reading material on the question of Government Ownership of Railroads to members of the League. Make enquiries of the Librarian, Mr. M. H. Douglas.

## BIBLIOGRAPHY ON THE GOVERNMENT OWNERSHIP OF RAILWAYS

This bibliography contains a selection of the more important books on the government ownership of railways, but does not give references to periodical articles or government documents. The Bureau of Railway Economics, 1329 Pennsylvania Ave., Washington, D. C., has published a very complete bibliography on the subject, and a copy of this has been sent to every public library in the State. The most useful book for debaters is "Selected Articles on Government Ownership of Railroads," compiled by Edith M. Phelps, and published by the H. W. Wilson Co., White Plains, N. Y. This contains briefs, bibliographies, and selected articles, covering both sides of the question. The files of the Congressional Record during the debates on the Alaskan railroad, the Statesman's Year Book, which gives the latest statistics of railroads in various countries, and the Readers' Guide, an index to current periodicals, published by the H. W. Wilson Co., should be in every library.

Libraries should have as many as possible of the books listed below. Magazine articles, and other material not easily secured may be borrowed from the State Library.

### BRIEFS AND BIBLIOGRAPHIES

- Askew, J. D.—Railway Nationalization. (In Pros and Cons, 1911. p. 195).
- Brookings, W. D. and Ringwalt, R. C.—Government Ownership of Railroads. (In Briefs for Debate. 1895. pp. 123-26.)
- Bureau of Railway Economics, Washington, D. C.—List of publications pertaining to Government Ownership of Railways. 1914. (Bulletin No. 62.)
- Intercollegiate Debates—1903-1914. Vol. 1, p. 147; Vol. 4, p. 255.
- Matson, Henry—Should the Government Own and Operate the Railroads? (In References for Literary Workers. 1893. p. 176.)
- Phelps, E. M.—Selected articles on Government Ownership of Railroads. See below.
- Ringwalt, R. C.—Government Ownership of Railways. (In Briefs on Public Questions. 1905. p. 163.)
- Robbins, E. C.—Government Ownership of Railways. (In High School Debate Book. 1911. p. 88.)
- Shurter, F. D. and Taylor, C. C.—Government Ownership of Railroads in the U. S. is Desirable. (In Both Sides of 100 Public Questions. 1913. p. 73.)
- Thomas, R. W.—The Federal Government should Own and Operate the Railroads in the United States. (In Manual of Debate. 1910. p. 180.)

## RECENT AND IMPORTANT BOOKS

- American Telephone and Telegraph Company—Brief of Arguments Against Public Ownership. 3 Vol. Authors. 1913.
- Dunn, S. O.—Government Ownership of Railways. Appleton. 1913. \$1.50.
- Elliott, Howard—The Truth About the Railroads. Houghton. 1913. \$1.25.
- Guyot, Yves—Where and Why Public Ownership has Failed. Macmillan. 1914. \$1.50.
- Johnson, E. R.—American Railway Transportation. Rev. ed. Appleton. 1904. \$1.50.
- Kenna, E. D.—Railway Misrules. Duffield. 1914. \$1.25.
- McPherson, L. G.—Transportation in Europe. Holt. 1910. \$1.50.
- Phelps, E. M.—Selected articles on Government Ownership of Railroads. Wilson. 1912. \$1.00.
- American Academy of Political and Social Science—Railway and Traffic Problems. (Its Annals. March, 1907.)
- Bliss, W. D. P. ed.—Railways and Railway Problems. (In Encyclopedia of Social Reform. New ed. 1908. p. 1017.)
- Bolen, G. L.—Railroad Problem. (In Plain Facts as to the Trusts. 1903. p. 44.)
- Clark, V. S.—Government in Business. (In Labor Movement in Australia. 1906. p. 246.)
- Daniels, W. M.—Extension of the State's Contractual Income. (In Elements of Public Finance. 1899. p. 224.)
- Laughlin, J. L.—Railway Problem in the U. S. (In Industrial America. 1906. p. 140.)
- Lloyd, H. D.—Nationalization of the Railroads. (In A Sovereign People. 1907. p. 88.)
- Lusk, H. H.—Ownership of Public Utilities. (In Social Welfare in New Zealand. 1913. p. 198.)
- Meyer, B. H.—Railroad Ownership in Germany. (In Ripley, W. Z., Railway Problems. 1907. p. 660.)
- Scholefield, G. H.—State Railways and Government Management. (In New Zealand in Evolution. 1909. p. 260.)
- Shaw, Albert—Problems of Economic Regulations, especially those relating to railroads and to industrial monopolies. (In Political Problems of American Development. 1907. p. 166.)
- Van Wagenen, Anthony—Government Ownership of Railways considered as the next great step in American progress. Putnam. 1910. \$1.25.
- Vrooman, C. S.—American Railway Problems in the Light of European Experience; or, Government Regulation vs. Government Operation of Railways. Oxford Univ. Press. 1910. \$2.00.



## PARTS OF BOOKS

Academy of Political Science in the City of New York—The Government and Business. (In Its Proceedings. January, 1912. Vol. 2, No. 2, p. 153.)

Weyl, W. E.—The Industrial Program of the Democracy. (In The New Democracy. 1912. p. 276.)

## PAMPHLETS AND PRIVATELY PRINTED DOCUMENTS

Aitchison, C. B.—Present Problems in Public Service Regulation: An address \* \* \* before the Oregon State Bar Ass'n., Portland, Oregon, November 19, 1913.

Bryan, W. J.—Speeches on Government Ownership of Railroads with comments. (Partial list):

1. Mr. Bryan on Government Ownership of Railroads. (Republican Campaign Textbook. 1908. p. 282.)
2. Speech. (Portland Journal. August 31, 1906.)
3. The Political Alternative. Edit. (Outlook. 84:58. September 8, 1906.)
4. Government Ownership of Railroads. Edit. (Oregonian. September 1, 1906.)
5. Democrats Doubt Bryan's New Plan. (Oregonian. September 2, 1906.)
6. Government Ownership of Railroads. Edit. (Portland Journal. September 2, 1906.)
7. Bryan Will Defeat Roosevelt. (Portland Journal. September 4, 1906.)
8. Government Railways. (Oregon Statesman. September 13, 1906.)
9. Mr. Bryan Comforts Railroads. (Collier's. April 13, 1907.)
10. For Public Railroads. (Collier's. March 16, 1907.)
11. Comments on Bryan's Speech. (N. Y. Evening Post. September 1, 1908.)
12. Driving People to Bryan's Camp. (Oregonian. March 2, 1907.)

Dunn, S. O.—Some often overlooked points regarding government ownership, delivered \* \* \* before the Traffic Club of New England, annual meeting, December 6, 1912. 44 Federal St., Boston, Mass. Traffic Club of New England. 10c.

Vrooman, Carl—The Present Railway Situation in the U. S.; Regulation vs. Public Ownership; an address, January 11, 1913. (In City Club Bulletin, Vol. 6, No. 2, February 3, 1913.)

## CONSTITUTION AND BY-LAWS OREGON HIGH SCHOOL DEBATING LEAGUE

### ARTICLE I

#### NAME

This organization shall be known as the Oregon High School Debating League.

### ARTICLE II

#### OBJECT

The object of this League is improvement in debate among the students in the high schools of the State of Oregon.

### ARTICLE III

#### MEMBERSHIP

Section 1. Any public high school in Oregon which maintains a debating society throughout the year may become a member of this League upon application to the Executive Committee of the League and shall retain such membership so long as it conforms to the constitution and by-laws.

Section 2. All schools seeking admission for any particular year must join by October 15 of that year.

Section 3. The annual dues of one dollar shall be paid to the Treasurer by October 15. Failure to pay dues shall cancel membership.

### ARTICLE IV

#### OFFICERS, COMMITTEES, DUTIES

Section 1. The officers of the League shall be a President and a Secretary-Treasurer. They shall be elected at the annual meeting.

Section 2. The Executive Committee of the League shall consist of the President and the Secretary, who shall act with the State Superintendent of Public Instruction, the President of the University of Oregon, and the Secretary of the Oregon Library Commission. This committee shall have power to increase its membership by two additional members, one of whom shall be a county superintendent.

Section 3. (a) It shall be the duty of the President to preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of the Executive Committee.

(b) It shall be the duty of the Secretary-Treasurer to keep minutes of the annual meeting, and of the meetings of the Executive Committee; to disburse funds upon order of the Executive Committee; to collect annual dues and perform other duties pertaining to the office.

(c) It shall be the duty of the Executive Committee:

To pair the district champion teams, to choose sides and to make other arrangements for the inter-district contests, on the basis of convenience and least expense. The pairing and choice of sides for the inter-district and final debates shall begin before the conclusion of the district debates, and the Secretary shall submit the schedule to the Executive Committee before it becomes final.

To cooperate with the two directors, whose districts shall be represented in the final contest, in making arrangements for that contest.

To select the question for debate.

To prepare and have printed each year, before December 1, a year book containing the latest revision of the constitution and by-laws, the list of names and addresses of the officers, statement of question for district, inter-district and final contests, with bibliography, and such other matter as, in their judgment, may be helpful to the members of the League.

Section 4. The Executive Committee shall appoint for each district one director who shall be the principal (or other representative) of the League high schools in his district.

It shall be the duty of the director:

To preside at the call meetings of the principals (or other representatives) of the League high schools in his district.

To cooperate with the principals (or other representatives) of the League high schools in his district, in pairing the schools, and in making other arrangements for the several series of district contests on the basis of convenience and expense. In case of disagreement the district director shall have final authority in pairing teams.

To file with the Secretary of the League, for permanent record, and for the reference of the Executive Committee, not later than November 5, an approved schedule of the debates for his district. He shall report to the Secretary the results of all contests immediately after they shall have been held, giving the names of the contesting schools and their representatives, together with the votes of the judges. No debate shall be considered as having been held under the auspices of the League unless the schedule shall have been filed with the Secretary as above directed, and the results immediately reported.

To furnish the Executive Committee all other necessary information with regard to the workings of the League in his district.

## ARTICLE V MEETINGS, ELECTIONS

Section 1. The directors in the several districts shall, at any time they deem it necessary, call meetings of the principals (or other representatives) of the league high schools in their respective districts.

Sections 2. The annual meeting shall be held at the time of the State Teachers' Association. At this meeting the officers shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote.

## ARTICLE VI DEBATING DISTRICTS

The State shall be divided into debating districts by the Executive Board of the League.

## ARTICLE VII CONTESTS

Section 1. **District Contests.** The district contests, held by teams representing the several high schools within each district, shall occur between the first of November and the first of February. The team winning in the last series of these contests shall be the district cham-

pion team. The triangular system of debate is urged wherever conditions permit, leaving the method of grouping by twos in other cases.

Section 2. **Inter-District Contests.** The inter-district contests, held by the several district champion teams, shall occur between the first of March and the first of May. The two teams winning in these contests shall be the two inter-district champion teams.

Section 3. **Final Contest.** The final contest, held by the two inter-district champion teams, shall be held at the University of Oregon at a time to be fixed by the Executive Committee.

## ARTICLE VIII

Section 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in at least three subjects that they are taking at the time of the contest.

Section 2. The team that shall represent any league high school shall be selected by a series of try-outs. In cases where this seems impracticable a different method may be used when authorized by the Executive Committee. Without such permission the team selected in any other manner shall not be considered eligible to the district debates.

Section 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

Section 4. At all contests, in which each team shall be represented by three members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 12 minutes (introduction and direct argument).

First speaker, negative, 12 minutes (direct argument and refutation).

Second speaker, affirmative, 12 minutes (direct argument and refutation).

Second speaker, negative, 12 minutes (direct argument and refutation).

Third speaker, affirmative, 12 minutes (direct argument and refutation).

Third speaker, negative, 12 minutes (direct argument and refutation).

Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes (rebuttal and summary).

Section 5. At all contests, in which each team shall be represented by two members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 15 minutes (introduction and direct argument).

First speaker, negative, 15 minutes (direct argument and refutation).

Second speaker, affirmative, 15 minutes (direct argument and refutation).

Second speaker, negative, 15 minutes (direct argument and refutation).



Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes (rebuttal and summary).

No new argument allowed in either of the last two speeches.

Section 6. There shall be no cheering while any debater is speaking and the chairman or presiding officer shall make this announcement before the debate and shall use all means to enforce the rule. In cases of cheering, time so consumed may be made up to the speaker at the discretion of the chairman or presiding officer.

## ARTICLE IX

Section 1. At each contest there shall be three judges selected on the basis of capability and impartiality; and so far as possible, they shall be non-local. The principals of any two contesting schools may by mutual agreement, however, decide upon one judge to determine the issue, provided that three judges must be selected in all cases where the principals cannot agree upon one judge.

Section 2. The judges for inter-district debates shall be appointed by the Executive Committee, but in no case shall a member of said committee take part in the selection of judges in a case where he is personally interested. For the district contests, the principals of the two schools represented shall select the judges as follows: The principal of the visiting school shall submit a list of nine judges to the home school, from which to select three. If less than this number are satisfactory, the principal of the home school shall present a like list for selection, and so on until three mutually satisfactory judges are selected. The consideration of judges shall be taken up a month or more before the contest, and if possible, the final selection shall be made not less than a week before the debate.

Section 3. As soon as the judges shall be selected, they shall be supplied each with a copy of "How to Judge a Debate." Copies can be secured from the district directors or from the Secretary of the League.

Section 4. During the debate the judges shall sit apart from one another. They shall take into consideration argument, rebuttal, and effectiveness, and shall base their decision on the merits of the debate and not on the merits of the question. Each judge at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelopes in sight of the two leaders, and then announce to the audience the decision.

The following score card shall be handed each judge, for his private use, and shall not be handed in with the judge's final vote:

(FACE)

SCORE CARD FOR PRIVATE USE OF JUDGES IN OREGON HIGH SCHOOL DEBATING LEAGUE

(Not to be handed in with vote.)

Affirmative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker.....	.....	.....	.....	.....
Total.....	.....	.....	.....	.....
Negative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker.....	.....	.....	.....	.....
Total.....	.....	.....	.....	.....

N. B.—The marking shall be on a basis of 100 per cent. Not more than 100 points and not less than 60 points shall be given for each of the three divisions: Argument, Rebuttal, and Effectiveness.

(BACK)

INSTRUCTIONS TO JUDGES

- I. The judges shall sit apart from one another, and shall at the conclusion of the debate, without consultation, write on a separate card the word "affirmative" or "negative," seal in an envelope and hand to the presiding officer.
- II. Each debater shall be marked under the three heads as indicated at the bottom of the face of the score card. The affirmative shall give the final rebuttal speech, at which time the speaker will be given credit for rebuttal.
- III. Definition of terms:  
 Argument means the substance and value of the proof offered and its skillful use in the discussion.  
 Rebuttal means impromptu argument used to refute the direct argument of the opposing side.  
 Effectiveness means the combination of good English with pleasing delivery.
- IV. Decision should be based on the merits of the debate and not on the merits of the question.
- V. No judge shall under any circumstances give a consolation vote.

## ARTICLE X

## EXPENSES

Section 1. In all triangular and dual contests, both district and inter-district, in which each school is represented by an affirmative and a negative team, the expenses of the judges, and the hotel bills and railway mileage of the visiting teams (the three—or two, as the case may be—debaters and one member of the high school faculty) shall be pooled and borne equally by the competing schools. Immediately after each contest, each school shall submit an itemized account of its expenses to the director of the district, or some one appointed by him. The director shall add the total expenses, divide them proportionately, and make such collections and reimbursements as may be necessary to effect an equitable adjustment of expense burdens. In all contests which involve a single debate, the principals of competing schools shall mutually agree upon an equitable division of expenses. The consideration of this question shall be taken up a month or more before the contest. If a satisfactory agreement shall not have been reached at least two weeks before the contest, the question shall be referred to the district director for final adjudication and settlement. In case the school of any district may be able to agree upon some other more satisfactory system, they shall not be bound by this section in their intra-district contests.

Section 2. Whenever two competing teams may find it more convenient or less expensive to meet at some halfway point, the two schools represented by these teams shall share equally the expense, or make some special arrangements for defraying the expenses of that particular debate.

Section 3. At the final contest the University shall pay the expenses of the judges and the hotel bills and traveling expenses of the two teams.

## ARTICLE XI

## AMENDMENTS

This constitution and by-laws may be amended at any annual meeting by a majority of the league high schools present. But no school shall have more than one vote. Amendments may also be made at any time by majority vote of the Executive Committee, subject to ratification at the next annual meeting.

## BY-LAWS

1. It shall be considered improper to entertain judges before the contest at any place other than the hotel.

2. After arrangements for any preliminary debate are concluded, the statement of the question for debate may be changed with the consent of the teams concerned. But the team desiring the change must restate the question and secure the consent of the other team.

3. It shall be considered dishonorable for one school to visit the debates of another school when these two schools are likely to meet on the same question.

4. It shall be considered dishonorable for any debater, in any manner, to plagiarize his speech.

5. The question for intra-district debates shall be the district question selected by the Executive Committee, or, it may be a question selected by the principals of the contesting schools; but in no case shall an intra-district question be the same as the State and inter-district question, unless specially authorized by the Executive Committee. These restrictions do not apply to try-outs within the school.

6. The inter-district question shall be the same as the State question.

7. Counties with less than seventy-five high school students registered in all the schools of the county may enter the League with a team selected by a series of try-outs from all the high schools of the county.

8. The "University of Oregon Cup" shall become the permanent property of the school winning it three times. A "League Cup" shall be given to the school failing to hold the "University of Oregon Cup" a second year, said "League Cup" to be held permanently by the school.

9. Each school shall appoint a timekeeper. The two timekeepers shall sit directly in front of the speakers, and shall enforce the time limit and shall give such warning as the leader of each team shall direct.

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# UNIVERSITY OF OREGON BULLETIN

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New Series

OCTOBER, 1915

Vol. XIII, No. 2

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## OREGON HIGH SCHOOL DEBATING LEAGUE

ANNOUNCEMENTS FOR THE  
SCHOOL YEAR 1915-1916



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Prepared by  
EARL KILPATRICK  
Secretary of the League  
Assistant Director of the Extension Division  
University of Oregon



# OREGON HIGH SCHOOL DEBATING LEAGUE

ANNOUNCEMENTS FOR THE  
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SALEM, OREGON :  
STATE PRINTING DEPARTMENT  
1915



VICTOR BRADISON,                      LYLE BARTHOLOMEW  
Salem High School—Championship Winners, 1915



HAROLD VENSKE                      WILLARD LEWIS  
Enterprise High School—Second Honors, 1915



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## OFFICERS FOR THE YEAR 1915-16

R. L. Kirk, Superintendent of Schools, Springfield, President.  
Earl Kilpatrick, Assistant Director of the Extension Division,  
University of Oregon, Eugene, Secretary-Treasurer.

## EXECUTIVE COMMITTEE

P. L. Campbell, President of the University of Oregon.  
J. A. Churchill, State Superintendent of Public Instruction.  
R. L. Kirk, Superintendent of the Springfield Schools.  
Cornelia Marvin, Secretary of the Oregon State Library.  
Earl Kilpatrick, Assistant Director of the Extension Division,  
University of Oregon.

## THE DISTRICTS AND THEIR DIRECTORS

**Coos Bay**—Superintendent F. A. Tiedgen, Marshfield, Director. Coos and Curry Counties. Champion in 1915: Bandon High School, defeated by Salem.

**Eastern Oregon**—Principal Charles E. Olson, La Grande High School, Director. Union, Wallowa, Baker, Grant, Malheur and Harney Counties. Champion in 1915: Enterprise High School, defeated in final contest for championship of the State by Salem.

**Lower Columbia**—Superintendent J. G. Imel of Astoria, Director. Tillamook, Clatsop, Columbia and Multnomah Counties. Champion in 1915: Astoria High School, defeated by Prineville.

**Northern Willamette**—Principal J. C. Nelson of Salem High School, Director. Washington, Yamhill, Clackamas, Polk and Marion Counties. Champion in 1915: Salem High School, winner of the State championship.

**Southern Oregon**—Superintendent George A. Briscoe of Ashland, Director. Josephine, Jackson, Klamath and Lake Counties. Champion in 1915: Medford High School, defeated by Bandon.

**Southern Willamette**—Principal A. R. Nichols of Corvallis High School, Director. Lincoln, Benton, Linn, Lane and Douglas Counties. Champion in 1915: Albany High School, defeated by Salem.

**Umatilla**—Principal A. C. Hampton of Pendleton High School, Director. Umatilla, Morrow, Gilliam and Wheeler Counties. Champion in 1915: Pendleton High School, defeated by Enterprise.

**Upper Columbia**—Principal H. C. Baughman of Crook County High School, Prineville, Director. Hood River, Wasco, Sherman, Crook and Jefferson Counties. Champion in 1915: Prineville, defeated by Enterprise.

## MEMBERS OF THE LEAGUE, 1914-15

Albany	Forest Grove	Oregon City
Ashland	Grants Pass	Pendleton
Astoria	Gresham	Prineville
Bandon	Junction City	Salem
Canby	La Grande	Scappoose
Central Point	Lebanon	Silverton
Corvallis	Marshfield	Springfield
Coquille	McMinnville	St. Johns
Creswell	Medford	The Dalles
Dayton	Myrtle Creek	Tillamook
Dufur	Myrtle Point	Union
Enterprise	Newberg	Wasco
Estacada	North Bend	Weston
Eugene		Woodburn

**LETTER FROM THE PRESIDENT OF THE LEAGUE**

Springfield, Oregon, September 15, 1915.

To the Oregon High School Debating League:

The officers of the League are very anxious to make the coming year the best in the history of the organization. To secure this result it will be necessary to have the interest and cooperation of all the high school pupils and teachers in the State. We hope that we may have this, and that you will assist us in every way possible.

The executive committee has chosen a question that is of great interest in the United States today. Many people are thinking and studying on this problem. What we do in this League may have some lasting influence in formulating public sentiment in the matter. There is not a great deal of material at hand. Such as can be secured will be at your disposal as soon as possible. But let us have a great deal of original thinking on this subject. Let us have the work of students, thinking for the future and their own welfare.

The officials of the League hope that at an early date it will be possible to present the work of the League to the State Board of Education in such a way that work in debate and public speaking may have a permanent place in the High School Course of Study. It is to be hoped that many classes will be organized to carry the work on in this way. The purpose of high school debating should be to ground as many people as possible in the elements of debate and public speaking. This takes continued work, in regular classes. Organize your work on this basis, when possible, that you may reach the greatest possible number.

Hoping that you will join with us in making this the best year in the history of the League, I am,

Very respectfully yours,

R. L. KIRK,

Pres. O. H. S. D. L.

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**QUESTION FOR DEBATE, 1915-16**

Resolved, That the United States should adopt the essential features of the Swiss system of military training and service.



## A PLAN FOR STIMULATING INTEREST IN DEBATING

By J. A. CHURCHILL  
State Superintendent of Public Instruction

To stimulate interest in debating in the schools throughout the State, permit me to suggest a plan which was used with marked success in the high school which I last supervised.

At the beginning of the year, an invitation was extended to all the pupils of the high school to organize themselves into debating teams, in groups of three. Several teams were formed by the pupils themselves, and others were organized by the principal of the high school, until there were sixteen teams. Eight of the teams were paired off against the other eight, and eight questions were assigned for debate. Six or seven weeks was given for preparation, and these eight preliminary debates were held two or three days apart.

In judging the debates, two decisions were given by the judges. The judges passed on the merits of the debate, as is ordinarily done, and they also selected the best three debaters from the affirmative and negative upholders in each contest. These three constituted a new team, and the eight teams so selected were paired off as the original sixteen were. Questions were again assigned, and, after a sufficient time for preparation, another series of debates was held. The process of elimination was continued until but two teams were left. The debaters winning the final contest were declared the champions of the school, and a silver loving cup, with their names engraved upon it, was placed in the trophy case of the high school.

In preparing the debates, each team was urged to secure a coach and assistance was given in the matter by the principal of the high school. As a result, a number of the lawyers and ministers of the town were interested in the work.

The debates were held in the auditorium of the public library and a small admission fee was charged. From the proceeds—a not inconsiderable sum—the expense for conducting the debates was paid; the trophy cup, presented to the winners, purchased; and the remainder placed to the credit of the student body fund.

Through this plan more interest was created in debate through having a large number participate, and the cooperation of a large number of school patrons was secured.

The English teachers lightened the theme work during the time a student was preparing for his debate, and in this way credit for the work was given.

## THE REAL VALUE OF DEBATE WORK

By EARL KILPATRICK, Secretary of the League

Debating, or formal oral discussion of interesting questions concerning which there is difference of opinion, has its place in every-day life and in the every-day work of the school. No matter how fully we may develop the contest feature of debating work, the great majority of the pupils of the high schools and upper grades are not adequately reached, unless argumentative discussion is a feature of daily class work.

Those who urge that the State League gives little opportunity for the rank and file of students to gain the benefit of debating must be answered with the frank statement that to give such opportunity directly is not the purpose of the League. If it can stimulate interest in debate; if it can assist in development of correct ideals and standards of judgment; if it can provide opportunity for every high school to measure itself, once a year, against other schools—the League has fulfilled the purposes for which it is maintained. Any school that

depends upon inter-school contests to furnish training in debate is in the same indefensible position as are those schools which maintain no work in physical training aside from that administered to the football squad.

Discussion of disputed or unsettled questions is a feature of nearly every recitation in civics from the seventh grade up. Disputed points arise in every other subject of the upper grades and the high school.

Just as much discussion on street corners, in offices, and on the trains, is futile, shallow and productive of more animosity and misunderstanding than conviction; so, too, the discussions in the class room, while more dignified, because more restrained, often fail, through lack of logical attack of the matter under consideration, to bring the pupil to any well-reasoned conclusion, or even to working basis for further study. For the same reason, they may fail to develop in the young people appreciation of the importance of analytical, unbiased and comparative study of facts before forming a conclusion and of the value of being able to present and to defend that conclusion.

Of great value in making discussion worth while is that attitude which leads the student to define and to limit the subject of his thought or discussion; then to study impartially and fully all phases of it; and finally to determine exactly where he feels he should stand on the matter. If such an attitude toward public questions can be carried over into life after school, the pupil has a large part of the equipment necessary to make him a safe recipient of the legislative power which Oregon vests in its citizens.

Various devices stimulate interest in intra-school debating. High school literary societies flourish, under proper guidance, and are of great benefit to those most interested; or failing to find competent mentors, they die or degenerate into minstrel shows or groups of student politicians. Societies of the whole school with compulsory participation still exist in some high schools, and still arouse all the dislike for literary work which they have always aroused.

Debate classes and debate squads running through the year are fairly successful in some places. Their weakness is that they are planned to serve the purposes of the contest debate; whereas the contest debate should be held merely to exemplify, to stimulate and to standardize work.

After all, debate best serves the needs of the future citizen, when so interwoven with the regular curriculum as to form a natural and necessary part of every-day work and thus to need no stimulation. No real teacher denies to pupils, upon proper occasion, the privilege of entering into lively discussion, nor does she permit hit and miss discussion, based upon snap judgments and arbitrary opinion. Out of just such occasions is born the opportunity for real training in debate. Let the teacher insist upon the necessary preliminary steps until the pupil comes to realize that these steps are essential in the first consideration of any disputed or disputable matter. First, is the matter debatable? Can it be settled, even by a preponderance of evidence? If it cannot, let us not waste more time on it. If the matter is debatable, in what does the gist of it consist? What do the terms employed in stating it really mean? What topics are extraneous to the debate and most likely to lead one astray? What are the real points at issue?

Rarely does a debate decision satisfy an audience as a whole. This is due partly to inexpert judges; partly to the natural pride and favoritism of friends, relatives and teachers—but most often to the fact that the question is really not resolved to its issues in such a way as to produce a real clash and a real debate.

When we have duly attended to the preliminary considerations touching disputed questions, and when pupils from the seventh grade

up, and teachers as well, have observed these valuable formalities in class discussion, the good debater will know when he is beaten, either in a recitation in history or in the State contest in Villard Hall. Further, he will have gained that mastery of the machinery of thinking and of discussion which will enable him to get at the heart of a matter and to find his joy and his reward in the debate itself and not in the decision.

### ESSENTIALS OF THE SWISS SYSTEM

From the Statesman's Year Book for 1914, p. 1337

"Switzerland depends for defence upon a national militia. Service in this form is compulsory and universal, with few exceptions, except for physical disability. Those excused or rejected pay certain taxes in lieu. Liability extends from the seventeenth to the end of the forty-eighth year, actual service commencing at the age of twenty. The first twelve years are spent in the first line, called the "Auszug," or "Elite"; the next eight in the "Landwehr," and the remaining eight in the "Landsturm." For cavalry, however, service is eleven years in the Auszug and twelve years in the Landwehr. The Landsturm includes only men who have undergone some training. The "unarmed" Landsturm comprises all males between 20 and 50 whose services can be made available for non-combatant duties of any description.

"The official training of the Swiss militia soldier is carried out in the recruits' schools and the periods are 65 days for infantry, engineers and foot artillery; 75 days for field artillery, and 90 days for cavalry. The subsequent trainings called 'repetition courses' are eleven days annually; but after going through seven courses, (eight courses in the case of cavalry), further attendance is excused for all under the rank of sergeant. The Landwehr men are called out only once for training, also for eleven days."

The Swiss military system finds its warrant in the constitution of Switzerland. This constitution is reprinted as No. 18 of Old South leaflets.

The Swiss Confederation passes all laws affecting organization of the army, but the cantonal authorities execute these laws and make minor appointments in the army.

### AIDS FOR DEBATERS

A list of books recommended by the State Library for high school libraries. The prices in parentheses are the "school prices" from the State School Library List.

#### Parliamentary practice:

- Cushing. New Cushing's manual of parliamentary law and practice; rev. by C. K. Gaines. Johnson, Blagden & McTurnan. 75c.
- Paul. Parliamentary law. Century. 75c (68c).
- Robert. Primer of parliamentary law. Doubleday. 75c (57c).
- Robert. Rules of order. Scott. 75c (50c).

#### Public speaking:

- Clark & Blanchard. Practical public speaking. Scribner. \$1.00 (90c).
- Everts. The speaking voice: principles of training simplified and condensed. Harper. \$1.00 (78c).
- Shurter. Extempore speaking for school and college. Ginn. 90c (77c).

#### Debating:

- Alden. Art of debate. Holt. \$1.12 (\$1.00).
- Carnegie library, Pittsburg. Debate index. 2d ed. Pittsburg, Carnegie library. 20c.

An index to the debaters' manuals in the Carnegie Library, Pittsburg.

- Foster. Argumentation and debating. Houghton. \$1.25.  
Contains specimen briefs and debates and a list of propositions for debate for advanced students.
- Foster. Essentials of exposition and argument. Houghton. 90c (78c).  
The best book upon the subject. Based upon his "Argumentation and debating."
- Gardiner. The making of arguments. Ginn. \$1.00.
- Jones. Manual for debaters, with a list of questions and a bibliography. University of Washington. 15c.
- Laycock, Craven & Spofford. Manual of argumentation for high schools and academies. Macmillan. 50c (44c).  
Excellent book for beginners.
- Laycock & Scales. Argumentation and debate. Macmillan. \$1.10.  
A good exposition of the principles of debating. More advanced than the book above.
- Thomas. Manual of debate. American Book Co. 80c (68c).
- Wisconsin. University. Extension Division. Debating societies: organization and procedure. 2d ed. University of Wisconsin. 10c.
- Wisconsin. University. Extension Division. How to judge a debate. University of Wisconsin. 10c.
- Wisconsin. University. Extension Division. Principles of effective debating. 3d ed. Wilson. 15c.  
The State Library has a few copies of these Wisconsin pamphlets for distribution.

#### Questions with briefs:

- Brookings & Ringwalt. Briefs for debate on current political, economic and social topics. Longmans. \$1.25.  
Note preface on "The art of debate."
- Carpenter. Debate outlines on public questions. New ed. Broadway Pub. Co. \$1.00.
- Ringwalt. Briefs on public questions. Longmans. \$1.20 (95c).
- Robbins. High school debate book. McClurg. \$1.00 (85c).  
Excellent for beginners.
- Shurter. Both sides of 100 public questions. Hinds, Noble & Eldredge. \$1.25.

#### Periodical articles:

- Readers' guide to periodical literature, 1900-1904. Wilson. \$16.00 (\$8.00).

———1905-1909. Wilson. \$24.00 (\$12.00).

———Annual volumes, 1910-date. Wilson. \$7.00 (\$3.50) each.

A file of some of the best periodicals is desirable, and a team which is constantly debating public questions must have access to the current numbers of the Outlook and Nation. Indexes to current magazines and newspapers are essential. All available indexes are owned by the State Library, and will be consulted for any subject upon request. It is possible that many of the magazine references may be borrowed from the people of the different towns. Articles indexed in the publications noted above may be rented from the H. W. Wilson Co., White Plains, New York. Cost of first article in each order is 10c, and for each additional article ordered at the same time, 5c.

(Apply to Department or Congressman.)

#### Government Documents:

The library should have a file of the reports and bulletins of the Labor Department; sets of reports of the Department of Commerce; a set of publications of last census; the Statistical Abstract; the last Official Directory; Consular reports (with indexes); recent volumes of Congressional Record; Presidents' messages; Industrial Commission report (difficult to secure); other sets should be secured for special needs—Reports of Commissioner of Immigration for debate on that subject, etc.



**Indexes to Government Documents:**

Write to Superintendent of Documents, Washington, D. C., for the following:

Catalog of public documents of the 53d-61st Congresses and all departments of the government, March 4, 1893-June 30, 1911, vols. 1-10.

Tables of and annotated indexes to the Congressional series of United States public documents. 1902.

Index to the subjects of the documents and reports and to the committees, senators and representatives presenting them, with tables of the same in numerical order, being the "Consolidated index" provided for by the Act of January 12, 1895. 54th Congress, 1st session-date. December, 1895-date.

Check list of United States public documents, 1789-1909. 3d ed. Vol. 2, not yet published, will be an index to Vol. 1.

Monthly catalog, United States public documents. \$1.10 a year.

**State Documents:**

Every high school should have access to recent Oregon state documents, and particularly the Oregon Blue Book, and the annual report of the Bureau of Labor Statistics, and annual report of State Industrial Accident Commission. Many of the public libraries receive one copy of each Oregon document, and their files should be consulted before application is made for copies for a school. The Oregon Blue Book is distributed by the Secretary of State. For lists of recent publications of the various states the Monthly list of state publications, which may be obtained from the Superintendent of Documents, Washington, D. C., for 50c a year, is most useful.

**Almanacs and Year Books:** (The last annual issue for each is given).

American year book, 1914. Appleton. \$3.00 (\$2.70).

Especially useful in the fields of economics, political science, public works, legislation, commerce, politics, and government.

Britannica year book, 1913. Encyclopedia Britannica Co. \$2.25 (\$2.08).

Historical and statistical, covering the years 1910-12.

Chicago Daily News almanac and year book, 1915. Chicago Daily News. 25c.

New international year book, 1914. Dodd. \$5.00 (\$4.00).

Contains very full articles on all events of importance during the year and on all subjects that have been marked by change or progress.

Statesman's year book, 1915. Macmillan. \$3.00 (\$2.70).

World almanac and encyclopedia, 1915. New York Press Pub. Co. 35c.

**General:**

Bliss. Encyclopedia of social reform. Funk. \$7.50.

Cyclopedia of American government; ed. by A. C. McLaughlin and A. B. Hart. 3 v. Appleton. \$22.50.

**Encyclopedias:**

References are not given to these, but it is assumed that debaters will look up all questions in the New International and Britannica encyclopedias.

## HOW TO BORROW DEBATE LIBRARIES FROM THE STATE LIBRARY, SALEM

These collections of material upon public questions are loaned without charge to Oregon schools upon proper application. This means that the application must be made by the principal, or by the teacher

who is in charge of the debate work. Loans are made through public libraries when possible, as it is generally considered better to supplement public library collections so that schools shall not pay cost of transportation upon material which is to be had locally, and shall not deprive other schools of this. The rules for debate library loans may be had upon application. The period of the loan is three weeks with possible renewal for two weeks if the material is not needed elsewhere. It is better for schools to apply for small libraries to be kept a short time, rather than to ask for complete libraries which cannot profitably be used in so short a time. No loans are made to schools which mark the books and pamphlets and return them in bad condition. The fine for keeping libraries beyond time is 25c a day. Privileges of the library are withdrawn in case of loss of pieces.

The State Library makes every effort to meet the needs of the schools, but it has many borrowers among schools and debating societies and can do justice to all of them only by enforcing the rules strictly. A new list of questions for debate will soon be issued, giving the titles of the books which high school debating societies should collect.

The University of Oregon Library, Eugene, will also be able to furnish some reading material on the question of the Swiss Military System to members of the League. Make enquiries of the Librarian, Mr. M. H. Douglass.

#### READING LIST AND SUGGESTIONS BY THE OREGON STATE LIBRARY

This list contains the more important books and periodical articles on the subject of national defense and compulsory military training. Very little of the material bears directly on the Swiss system, but all of it will be useful in a consideration of the adoption of this system by the United States.

Libraries should have as many as possible of the items listed. Many of the pamphlets may be secured at little or no cost from the societies publishing them. Books should be bought through one dealer, not from the individual publishers. The periodicals noted are all of recent issue, and if not in the local library probably may be found in homes in the community.

At least one copy of every item in the bibliography is in the State Library, and will be loaned under the usual conditions. The library contains other material also, and will add to its collection as rapidly as new publications are issued. Schools having any of this material should so state in their application, to avoid duplication and to insure the best service to all. If articles on any special point are desired special mention of that fact should be made, otherwise a selection will be sent covering all sides as far as possible. The only available brief is one entitled "Military training for college students," published in the Independent, April 12, 1915.

The H. W. Wilson Co. is preparing a handbook on military training, to be issued November 15, price 25 cents.

#### DISARMAMENT

##### Books:

- Allen. The drain of armaments. The cost of peace under arms. 1913. World Peace Foundation, 40 Mt. Vernon Street, Boston.  
 Angell, Norman, pseud. Arms and industry. 1914. Putnam. \$1.25.  
 Angell, Norman, pseud. The great illusion. 4th ed. 1913. Putnam. \$1.00.

- Butler. The international mind. 1912. Scribner. 75c.  
 Carnegie. Armaments and their results. Peace Society of the City of New York, 507 Fifth Avenue, New York.  
 Chittenden. War or peace? a present duty and a future hope. 1911. McClurg. \$1.00.  
 Emery. Some economic aspects of war. 1914. Washington, Govt.  
 Johnston. Arms and the race. 1915. Century. \$1.00.  
     Written to arouse public opinion on the question of national defense, and should be read in connection with that subject, also.  
 Jordan. War and waste. 1913. Doubleday. \$1.25.  
 Jordan. What shall we say? 1913. World Peace Foundation, 40 Mt. Vernon Street, Boston.  
 Lea. The valor of ignorance. 1909. Harper. \$1.80.  
 Lynch. Peace problem, the task of the twentieth century. 1911. Revell. 75c.  
 McCabe & Darien. Can we disarm? 1899. Duffield. \$1.25.  
 Mahan. Armaments and arbitration. 1911. Harper. \$1.40.  
 Mead. Outline of lessons on war and peace. 1915. World Peace Foundation, 40 Mt. Vernon Street, Boston.  
 Mead. Swords and ploughshares. 1912. Putnam. \$1.50.  
 Novicow. War and its alleged benefits. 1911. Holt. \$1.00.  
 Reely. Selected articles on world peace, including international arbitration and disarmament. 1914. H. W. Wilson Co. \$1.00.

#### Periodical Articles:

- In quoting periodical articles the practice of the periodical indexes has been followed, and the reference is given in the following order: First, title of article; second, name of author; third, name of magazine, followed by volume, pages and date of publication.  
 Peace and disarmament. W. M. Shuster. Century, 89:503-11, Feb., 1915.  
 Arms and the race. R. M. Johnston. Century, 89:648-58, March, 1915.  
 International disarmament. Arturo Labriola. Forum, 53:54-7, Jan., 1915.  
 National defense. Outlook, 108:865-66, Dec. 16, 1914.  
 National security and international peace. Outlook, 110:409-13, June 23, 1915.  
 Pacificism and preparedness: a poll of the press. Outlook, 110:495-99, June 30, 1915.  
 Speculation as to disarmament. T. S. Woolsey. Yale rev. 2:534-39, April, 1913.

### NATIONAL DEFENSE

#### Books:

- American League to Limit Armaments. Memorandum of points in opposition to the increase of the army and navy of the United States at the present time. 1915. American League to Limit Armaments, 43 Cedar Street, New York.  
 Bacon. Selected articles on national defense. 1915. H. W. Wilson Co. 25c.  
 Butler. The preparedness of America. 1914. Carnegie Endowment for International Peace, 407 W. 117th Street, New York.  
 Green. Present military situation in the United States. 1915. Scribner. 75c.  
     “To any person desiring a temperate and well-informed presentation of our actual military status, such as can be read and pondered over at a sitting, this book can be commended.” F. A. Ogg.  
 Huidekoper. Military unpreparedness of the United States. 1915. McBride. \$1.00.

Maxim. Defenseless America. 1915. Hearst's International Library. \$2.00.

"The main object of this book is to present a phalanx of facts upon the subject of the defenseless condition of this country, and to show what must be done, and done quickly, in order to avert the most dire calamity that can fall upon a people—that of merciless invasion by a foreign foe." Pref.

Roosevelt. America and the world war. 1915. Scribner. 75c.

Stockton. Peace insurance. 1915. McClurg. \$1.00.

"He discusses the arguments against military and navy 'preparedness', and bases their refutation on seemingly broad and thorough knowledge of the history of nations, the underlying causes of war, and a careful study of official statistics and of the present situation." Wisconsin Library Bulletin.

Union League Club, New York. Resolutions and report of the Union League Club and its committee, named Dec. 10, 1914, in connection with the resolutions offered by Senator Lodge and Representative Gardner in the Congress of the United States, and Hon. Howard Conkling in the Assembly of the State of New York. 1915.

Officers' training corps of Great Britain, The Australian system of national defense, The Swiss system of national defense. 1915. Washington, Govt.

U. S.—63d Cong., 3d Sess. Senate Doc. No. 796.

Extracts from reports on the three systems. Each team should have a copy of this pamphlet which may be secured through the local member of Congress.

U. S.—General Staff. Facts of interest concerning the military resources and policy of the United States. 1914. Washington, Govt.

This is of special interest and should be secured by each team.

U. S.—War Dept. Annual report of the Secretary of War, 1914. 1914. Washington, Govt.

The 1915 report should be obtained as soon as issued.

Wheeler. Are we ready? 1915. Houghton. \$1.50.

"Articles reprinted from Harper's Weekly (see note below). The writer supports his plea for military preparedness by a study of actual conditions as they exist in the United States army, navy, and militia; and shows graphically how complete is our unreadiness by picturing the effects of an imaginary attack on New York City. He points out the weakness of our system as compared with those of Switzerland and Australia, and suggests improvements." A. L. A. Booklist.

#### Periodical Articles:

Arms and the race. R. M. Johnston. Century, 89:649-58, March, 1915.

National defense. L. M. Garrison. Century, 89:675-82, March, 1915.

Congressional record, 52:99-113, Dec. 10, 1914. (Current file.)

Congressional record, 52:1668-77, Jan. 15, 1915. (Current file.)

Congressional record, 52:1911-17, Jan. 18, 1915. (Current file.)

What we must do to provide adequate military and naval defense.

Current opinion, 59:5-8, July, 1915.

The war and America: what we need. L. M. Garrison. Harper's weekly, 61:79-81, July 24, 1915.

Are we ready? H. D. Wheeler. Harper's weekly, 59:532-34, Dec. 5, 1914.

The attack on New York. H. D. Wheeler. Harper's weekly, 59:556-59, Dec. 12, 1914.

The home defense. H. D. Wheeler. Harper's weekly, 59:585-87, Dec. 19, 1914.

The hole in our pocket. H. D. Wheeler. Harper's weekly, 59:609-11, Dec. 26, 1914.



Well? H. D. Wheeler. Harper's weekly, 60:16-18, Jan. 2, 1915.

These five articles by Mr. Wheeler have been republished in book form by Houghton, Mifflin Co. See entry above for price and descriptive note.

Nation-wide press poll on army and navy increase. Literary digest, 49:137-38, 162-69, Jan. 23, 1915.

Our government's attitude toward national defense. Literary digest, 49:1205-6, Dec. 19, 1914.

"Preparedness" for what? New republic, 3:188-90, June 26, 1915.

Democracy and military preparation: the ideal. Outlook, 108:663-66, Nov. 25, 1914.

National defense. Outlook, 108:865-66, Dec. 16, 1914.

America unready. L. M. Garrison. Outlook, 108:997-99, Dec. 30, 1914.

If it comes to war. Gregory Mason. Outlook, 110:307-8, June 9, 1915.

National security and international peace. Outlook, 110:409-13, June 23, 1915.

Pacifism and preparedness: a poll of the press. Outlook, 110:495-99, June 30, 1915.

### MILITARY TRAINING

For short accounts of the systems of the countries having compulsory military training, see the Statesman's Year-book, 1915, under name of country, sub-head, defence; also, the Encyclopedia Britannica, under name of country, sub-head Army. The New International Encyclopedia under Armies, gives very brief summaries of the systems of the various countries. Special note should be made of France, Germany, Australia, and Switzerland. The Cyclopedia of American Government, ed. by McLaughlin and Hart, v. 2, pp. 438-39, also contains an article on this subject.

#### Books:

Elliott. University presidents and the spirit of militarism in the United States. McKenzie. Non-military preparation for national defense. 1915. American association for international conciliation, 407 W. 117th Street, New York.

U. S.—63d Cong., 3d Sess. House. Committee on military affairs. Military training schools. 1915. Washington, Govt. (House report, number 1312.)

#### Periodical Articles:

Start citizen army. California outlook, 18:2, June 5, 1915.

National defense against man and nature. G. H. Maxwell. California outlook, 18:8, 10, May 11, 1915.

Address on "Peace and war" by Roosevelt (extracts). California outlook, 19:57-8, July 24, 1915.

The ounce of prevention. R. M. Johnston. Century, 90:17-23, May, 1915.

The army. James Hay. Congressional record, 52:2888-2901, Jan. 29, 1915.

Military reserve. J. W. Weeks. Congressional record, 52:134-43, Dec. 11, 1914.

America—on guard! Theodore Roosevelt. Everybody's, 32:120-28, Jan., 1915.

The minute-men myth. New republic, 1:9-10, Jan. 9, 1915.

For a citizen army. W. L. Stoddard. New republic, 4:125-27, Sept. 5, 1915.

The army of the United States. Sydney Brooks. 19th cent., 75:1194-1206, June, 1914.

Voluntary or compulsory service? C. G. Coulton. 19th cent., 77:1-30, Jan., 1915.

- Switzerland and the war. Charles Borgeaud. North American, rev., 200:870-78, Dec., 1914.
- Democracy and military preparation. Outlook, 108:758-59, Dec. 2, 1914.
- The army for a democracy. Outlook, 108:986-88, Dec. 30, 1914.
- Military camps for college students. A. W. Dunn. Review of reviews, 62:301-8, March, 1914.
- Neutral Switzerland. J. M. Vincent. Review of reviews, 52:73-6, July, 1915.
- The Plattsburg response. William Menkel. Review of reviews, 62:301-8, Sept., 1915.
- The vital question of national defense. Review of reviews, 52:259-64, Sept., 1915.

### MILITARY TRAINING IN PUBLIC SCHOOLS

Though compulsory military training in public schools is not a part of the Swiss educational system, "there exist more or less everywhere what are called cadet corps, voluntary organizations composed of boys from 11 to 16 years, in which setting up and marching drills and some exercises in the manual of arms are given." The following references are included because of this fact, and also because they have more or less bearing on the formation of a reserve.

#### Books:

- Darby. Military drill in schools. American Peace Society, Washington, D. C. 3c.
- Howe. A brief for military education in our schools and colleges. 1915. Lucien Howe, 520 Delaware Ave., Buffalo, New York.
- MacCracken. Military drill in the schools of the U. S. (in U. S.—Bureau of education. Report, 1898-99. v. 1, pp. 479-88.)
- Orton. Status of the military department in the land-grant colleges. 1915. Washington, Govt.
- Sargent. Military drill in the public schools. (in his Physical education. 1906. pp. 211-27.)
- Schaeffer & Finley. Should our educational system include activities whose special purpose is preparation for war? 1915. American school peace league, 405 Marlborough Street, Boston.

#### Periodical Articles:

- Military training in the schools. Advocate of peace, 77:78, April, 1915.
- Federal aid to military education in colleges. T. M. Spaulding. Education, 35:107-14, Oct., 1914.
- Every college should introduce military training. J. G. Schurman. Everybody's, 32:179-83, Feb., 1915.
- The colleges and national defense. J. G. Hibben. Independent, 28:532-33, June 28, 1915.
- Military training for college students: a debate (brief). Independent, 82:92, April 12, 1915.
- Militarizing our high schools. W. C. Allen. Messenger of peace, v. 12, no. 10, pp. 1-3. Jan., 1912.
- Militarism and schools. School and society, 1:353-55, March 6, 1915.

#### Newspaper Articles:

- Physical value in training: military drills in schools of more benefit than athletics. Oregonian, Aug. 6, 1915.
- Military training proposed, by W. L. Tooze. Oregonian, Aug. 8, 1915.
- Military training in schools. Oregonian, Aug. 28, 1915.
- Australia finds its boys are better physically and morally. Oregonian, Aug. 28, 1915.

**CONSTITUTION AND BY-LAWS  
OREGON HIGH SCHOOL DEBATING LEAGUE**

**ARTICLE I**

**NAME**

This organization shall be known as the Oregon High School Debating League.

**ARTICLE II**

**OBJECT**

The object of this League is improvement in debate among the students in the high schools of the State of Oregon.

**ARTICLE III**

**MEMBERSHIP**

Section 1. Any public high school in Oregon which maintains a debating society throughout the year may become a member of this League upon application to the Executive Committee of the League and shall retain such membership so long as it conforms to the constitution and by-laws.

Section 2. All schools seeking admission for any particular year must join by October 15 of that year.

Section 3. The annual dues of one dollar shall be paid to the Treasurer by October 15. Failure to pay dues shall cancel membership.

**ARTICLE IV**

**OFFICERS, COMMITTEES, DUTIES**

Section 1. The officers of the League shall be a President and a Secretary-Treasurer. They shall be elected at the annual meeting.

Section 2. The Executive Committee of the League shall consist of the President and the Secretary, who shall act with the State Superintendent of Public Instruction, the President of the University of Oregon, and the Secretary of the Oregon Library Commission. This committee shall have power to increase its membership by two additional members, one of whom shall be a county superintendent.

Section 3. (a) It shall be the duty of the President to preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of the Executive Committee.

(b) It shall be the duty of the Secretary-Treasurer to keep minutes of the annual meeting, and of the meetings of the Executive Committee; to disburse funds upon order of the Executive Committee; to collect annual dues and perform other duties pertaining to the office.

(c) It shall be the duty of the Executive Committee:

To pair the district champion teams, to choose sides and to make other arrangements for the inter-district contests, on the basis of convenience and least expense. The pairing and choice of sides for the inter-district and final debates shall begin before the conclusion of the district debates, and the Secretary shall submit the schedule to the Executive Committee before it becomes final.

To cooperate with the two directors, whose districts shall be represented in the final contest, in making arrangements for that contest.

To select the question for debate.

To prepare and have printed each year, before December 1, a year book containing the latest revision of the constitution and by-laws, the list of names and addresses of the officers, statement of question for district, inter-district and final contests, with bibliography, and such other matter as, in their judgment, may be helpful to the members of the League.

Section 4. The Executive Committee shall appoint for each district one director who shall be the principal (or other representative) of the League high schools in his district.

It shall be the duty of the director:

To preside at the call meetings of the principals (or other representatives) of the League high schools in his district.

To cooperate with the principals (or other representatives) of the League high schools in his district, in pairing the schools, and in making other arrangements for the several series of district contests on the basis of convenience and expense. In case of disagreement the district director shall have final authority in pairing teams.

To file with the Secretary of the League, for permanent record, and for the reference of the Executive Committee, not later than November 5, an approved schedule of the debates for his district. He shall report to the Secretary the results of all contests immediately after they shall have been held, giving the names of the contesting schools and their representatives, together with the votes of the judges. No debate shall be considered as having been held under the auspices of the League unless the schedule shall have been filed with the Secretary as above directed, and the results immediately reported.

To furnish the Executive Committee all other necessary information with regard to the workings of the League in his district.

#### ARTICLE V MEETINGS, ELECTIONS

Section 1. The directors in the several districts shall, at any time they deem it necessary, call meetings of the principals (or other representatives) of the League high schools in their respective districts.

Section 2. The annual meeting shall be held at the time of the State Teachers' Association. At this meeting the officers shall be elected, each for a period of one year. Each League high school shall be entitled to only one vote.

#### ARTICLE VI DEBATING DISTRICTS

The State shall be divided into debating districts by the Executive Board of the League.

#### ARTICLE VII CONTESTS

Section 1. **District Contests.** The district contests, held by teams representing the several high schools within each district, shall occur between the first of November and the first of February. The team winning in the last series of these contests shall be the district champion team. The triangular system of debate is urged wherever conditions permit, leaving the method of grouping by twos in other cases.

Section 2. **Inter-district Contests.** The inter-district contests, held by the several district champion teams, shall occur between the first of March and the first of May. The two teams winning in these contests shall be the two inter-district champion teams.

Section 3. **Final Contest.** The final contest, held by the two inter-district champion teams, shall be held at the University of Oregon at a time to be fixed by the Executive Committee.

#### ARTICLE VIII

Section 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in at least three subjects that they are taking at the time of the contest.



Section 2. The team that shall represent any League high school shall be selected by a series of try-outs. In cases where this seems impracticable a different method may be used when authorized by the Executive Committee. Without such permission the team selected in any other manner shall not be considered eligible to the district debates.

Section 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

Section 4. At all contests, in which each team shall be represented by three members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 12 minutes (introduction and direct argument).

First speaker, negative, 12 minutes (direct argument and refutation).

Second speaker, affirmative, 12 minutes (direct argument and refutation).

Second speaker, negative, 12 minutes (direct argument and refutation).

Third speaker, affirmative, 12 minutes (direct argument and refutation).

Third speaker, negative, 12 minutes (direct argument and refutation).

Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes (rebuttal and summary).

Section 5. At all contests, in which each team shall be represented by two members, the time and order of the speeches shall be as follows:

First speaker, affirmative, 15 minutes (introduction and direct argument).

First speaker, negative, 15 minutes (direct argument and refutation).

Second speaker, affirmative, 15 minutes (direct argument and refutation).

Second speaker, negative, 15 minutes (direct argument and refutation).

Closer, negative, 6 minutes (rebuttal and summary).

Closer, affirmative, 6 minutes (rebuttal and summary).

No new argument allowed in either of the last two speeches.

Section 6. There shall be no cheering while any debater is speaking and the chairman or presiding officer shall make this announcement before the debate and shall use all means to enforce the rule. In cases of cheering, time so consumed may be made up to the speaker at the discretion of the chairman or presiding officer.

## ARTICLE IX

Section 1. At each contest there shall be three judges selected on the basis of capability and impartiality; and so far as possible, they shall be non-local. The principals of any two contesting schools may by mutual agreement, however, decide upon one judge to determine the issue, provided that three judges must be selected in all cases where the principals cannot agree upon one judge.

Section 2. The judges for inter-district debates shall be appointed by the Executive Committee, but in no case shall a member of said committee take part in the selection of judges in a case where he is personally interested. For the district contests, the principals of the two schools represented shall select the judges as follows: The principal of the visiting school shall submit a list of nine judges to the home school, from which to select three. If less than this number are

satisfactory, the principal of the home school shall present a like list for selection, and so on until three mutually satisfactory judges are selected. The consideration of judges shall be taken up a month or more before the contest, and if possible, the final selection shall be made not less than a week before the debate.

Section 3. As soon as the judges shall be selected, they shall be supplied each with a copy of "How to Judge a Debate." Copies can be secured from the district directors or from the Secretary of the League.

Section 4. During the debate the judges shall sit apart from one another. They shall take into consideration argument, rebuttal, and effectiveness, and shall base their decision on the merits of the debate and not on the merits of the question. Each judge at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelopes in sight of the two leaders, and then announce to the audience the decision.

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ne following score card shall be handed each judge, for his private use, and shall not be handed in with the judge's final vote:

SCORE CARD FOR PRIVATE USE OF JUDGES IN OREGON HIGH  
SCHOOL DEBATING LEAGUE

(Not to be handed in with vote.)

Affirmative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....
Negative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....

N. B.—The marking shall be on a basis of 100 per cent. Not more than 100 points and not less than 60 points shall be given for each of the three divisions: Argument, Rebuttal, and Effectiveness.

SCORE CARD FOR PRIVATE USE OF JUDGES IN OREGON HIGH  
SCHOOL DEBATING LEAGUE

(Not to be handed in with vote.)

Affirmative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....
Negative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....

N. B.—The marking shall be on a basis of 100 per cent. Not more than 100 points and not less than 60 points shall be given for each of the three divisions: Argument, Rebuttal, and Effectiveness.

SCORE CARD FOR PRIVATE USE OF JUDGES IN OREGON HIGH  
SCHOOL DEBATING LEAGUE

(Not to be handed in with vote.)

Affirmative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....
Negative	Argument	Rebuttal	Effectiveness	Total
First Speaker .....	.....	.....	.....	.....
Second Speaker ..	.....	.....	.....	.....
Third Speaker ....	.....	.....	.....	.....
Total .....	.....	.....	.....	.....

N. B.—The marking shall be on a basis of 100 per cent. Not more than 100 points and not less than 60 points shall be given for each of the three divisions: Argument, Rebuttal, and Effectiveness.

## INSTRUCTIONS TO JUDGES

- I. The judges shall sit apart from one another, and shall at the conclusion of the debate, without consultation, write on a separate card the word "affirmative" or "negative," seal in an envelope and hand to the presiding officer.
- II. Each debater shall be marked under the three heads as indicated at the bottom of the face of the score card. The affirmative shall give the final rebuttal speech, at which time the speaker will be given credit for rebuttal.
- III. Definition of terms:  
Argument means the substance and value of the proof offered and its skillful use in the discussion.  
Rebuttal means impromptu argument used to refute the direct argument of the opposing side.  
Effectiveness means the combination of good English with pleasing delivery.
- IV. Decision should be based on the merits of the debate and not on the merits of the question.
- V. No judge shall under any circumstances give a consolation vote.

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